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SCHOOL LIBRARY MANAGEMENT

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Third Edition Revised

NEW YORK
THE H. W. WILSON COMPANY
LONDON: GRAFTON & CO.
1922

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LIBRARY
SCHOOL

Published June, 1919
Second Edition December, 1920
Third Edition July, 1922

Printed in U. S. A.

SCHOOL LIBRARY MANAGEMENT

This manual is the 3d revised edition of "School library management," published by the Minnesota Department of education, in 1917.

It is an attempt to state the problem of the library in the school, particularly the smaller one, and to offer practical suggestions as to its equipment, organization and administration and to provide a reference aid for simple library methods for school libraries.

Suggestions from many sources have been incorporated; especially from articles written by Miss Hall of Girls' high school, Brooklyn (references marked M. E. H.); from Mr. Certain's Standardization report, and from "School libraries", published by the Library Bureau.

Acknowledgment is also made to Mr. F. K. Walter, Librarian of the University of Minnesota; to Miss Miller and Mr. Libbey, of the Library Bureau, Chicago; Miss Pritchard, of the Detroit College of education, for help in the second revision, and to the High school librarians of Cleveland, and to Miss Harrington and Miss Keeler of Cleveland for suggestions regarding elementary school libraries.

MARTHA WILSON

March, 1922.

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SCHOOL LIBRARY MANAGEMENT

THE LIBRARY IN THE SCHOOL; EQUIPMENT. BOOK SELECTION, MAGAZINES

The modern school library meets the teaching work of the school at all points, and helps to carry it on, and is a definite part of the modern educational program.

The library as an educational factor in the school, and specialization in the public libraries, of the work with schools has developed rapidly in recent years.

Through the work and zeal of individuals in school library work, the attention and interest of educators has been enlisted. Committees composed of teachers and librarians have collected material covering varied phases of the work and have compiled reports which have been of inestimable value in crystallizing opinion and in presenting not only a program for work but also definite suggestions for its fulfillment.

Libraries in Education

(Report of the N. E. A. Library Committee; presented at the Des Moines meeting 1921. Adopted by the N. E. A. as a whole: the A. L. A. and other school and library organizations.)

1 All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained

   a to love to read that which is worth while
   b to supplement their school studies by the use of books other than textbooks
   c to use reference books easily and effectively
   d to use intelligently both the school library and the public library

2 Every secondary school should have a trained librarian and every elementary school should have trained library service.

3 Trained librarians should have the same status as teachers or heads of departments of equal training and experience.

4 Every school that provides training for teachers should require a course in the use of books and libraries, and a course on the best literature for children.

5 Every state should provide for the supervision of school libraries and for the certification of school librarians.

6 The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools, and for the same reasons.

7 The school system that does not make liberal provision for training in the use of libraries, fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

Copies may be secured from Mr. Sherman Williams, Pres., Library Dept., N. E. A. State Library, New York.

State Policies

The library being an essential for carrying out the modern educational program, it must, of necessity, be a part of the state educational scheme. The majority of the states, have for years carried laws regarding the school library.

The legislation has dealt chiefly with the elementary and rural school, and provision for the purchase of new books.

A digest of the laws, prepared by Alice B. Long was published in the Wilson Bulletin (H. W. Wilson co. N.Y.) September, 1920.

This Bulletin gives also the New standards in the various states, grouped according to the six requisites of standard organization of the Certain report, and a list of the State-school library book lists is included.

New standards are evidenced in the State high school board rules of many states, in definite requirements as to equipment of the High school library, and for service.

These rules have largely come about through the adoption of the Certain report by regional associations of Colleges and Secondary schools.

Many high schools have gone much further than state requirements in the establishment and maintenance of libraries and in the employment of trained librarians.

State school library lists, well selected, and arranged have

been issued by many states, since the pioneer lists of Oregon set a high standard.

State supervision of school libraries by a trained and experienced person is generally recognized as a necessity to bring the school libraries of a state into the usefulness of which they are capable.

STATE SUPERVISOR OF SCHOOL LIBRARIES

This officer should be of training, ability and rank with the other school supervisors.

The supervisor has an advisory relationship to all the public-school-libraries of the state; collects information and statistics concerning them; prepares lists of books for rural, elementary and high school libraries; gives advice on furniture, equipment of school library rooms, in the preparation of library budgets; in methods of work; assists in the preparation of outlines for instruction in the use of books for rural, elementary and high schools; of courses of instruction given to teachers; and with local and state public library workers, helps to bring all library resources to bear on the education of the young people of the state.

School Library Standards

The most important general statement of the essentials of school library equipment is found in the Report on standards of organization and equipment for schools of different sizes, prepared for the Commission on unit courses and curricula of the North Central association of colleges and secondary schools, by C. C. Certain of Detroit.

This report discusses in detail, the features of school library organization and administration, and suggests a practical working standard for junior high schools and senior high schools of varying sizes, in Housing and equipment; the Librarian; Scientific selection and care of books; Instruction in the use of books and libraries; Annual appropriation, and a general statement regarding State supervision of school libraries.

The report has been widely adopted, and is accepted as the attainable standard.

Every school and every public library should have a copy of this report.

It is obtainable through the A. L. A. pub. bd., 78 E. Washington st., Chicago. 40c.

The Modern School and the Library

The modern school includes a modern library as an integral part of the equipment because of the direct and tangible service it renders in the training of the pupils.

It strengthens school work by furnishing collateral material for all subjects taught.

It provides for interests outside the curriculum and for the exceptional child, thus aiding in the acceleration work.

It teaches how to use books easily and effectively, pointing the way to self education after school days.

It helps greatly in the preparation for college and in making the transition from the school to the college method of study.

It tends to form a habit of reading that which is worth while, thus creating a recreational resource and intelligence in citizenship.

The modern school library, to accomplish these ends, is as carefully planned for and equipped as any department in the school, and with a view to serving all departments.

It is a place for work, not a study hall, a text book room, nor a lounging place.

It must be a place devoted to the use of library books, practical as to working details but distinctly a place of order, refinement, and attractiveness.

For this library the essentials are: Adequate appropriation, carefully planned room and equipment; well selected books; organization; trained service.

School Library Equipment

The library in the school has been retarded in its development because it has not always shared in the scientific planning and management given to other departments in the schools. It is still not fully understood that there are standards for library equipment and organization that have been tested for usefulness and economy and that much time, money and effort may be saved by accepting plans and systems tried and approved rather than inventing new ones.

School Library Room

The library in the school supplements the work of every department and should serve every pupil in the school. It should be planned thoughtfully and generously, to give fullest service.

Location

The uses which the library may serve will influence the location of the room, but it must always be placed with reference to convenience of access. Practically all school libraries in small towns serve the grades as well as the high school.

If it is for High school purposes only it has been found that the most satisfactory location for a library is on the second floor in a central position in the building, accessible to teachers and students, and near the study room, but separate from it.

Building features

Care should be taken that the library is not located in the front of the building if the façade carries ornamental columns which may throw heavy shadows into the room during part of the day. A principal requirement in a library is plenty of light and the light should come from one side, preferably north or east.

The entrance to the library should be direct from the corridor in the center of the long inside wall if possible: If additional doors opening into the corridor are necessary, they should be used only as emergency exits.

The library classroom should be located adjoining the library room at one end, the librarian's work and file room, if one is provided, at the other end.

If a direct system of radiation is used, radiators should be located under the windows. The walls between the windows and doorways should be kept as clear as possible, of all radiators and pipes of every description, electric switches, ventilators, thermostats, etc. If thermostats and electric switches must be located on the wall, they should be placed as near as possible to the door or window trim so as not to break up the wall space available for shelving. Every inch of wall space below a point 7 feet from the floor is available book space, and should be conserved, with as few exceptions as possible. It is wise to omit from the walls, chair rails, wainscoting, and baseboards. The

walls can then be plastered to the floor, and after the book-shelving is set in place, the space between the ends of the book-shelving and door trim can be equipped with baseboards, etc. If it is necessary for vertical pipes to pass through the rooms, they should be located in the corners of the room, where the mitered wall book shelving allows sufficient space for them. In this way, the available book space is not encroached upon.

Lighting

Care should be taken in the planning, to secure plenty of natural light for both the shelves and the reading tables. The present type of school buildings, with large windows on one side only, often makes it necessary to place most of the shelving on the wall opposite the windows. If alcove shelving is used, it should be so placed. The cases should never be extended into the room in such a way as to shut off the light. Careful provision must be made for artificial light, particularly when the room is to be used in the evening. Ceiling lights are preferable to table lights, and the direct-indirect system is generally conceded to give the most perfect light.

Size: The first size standard for an adequate library room is based on present school attendance and should allow for probable growth. The library perhaps more than any room in the school should be equipped for permanence.

The minimum for a small high school, or school including both the upper grades and the High school should be a room the size of an average classroom.

In larger schools it should accomodate at one full period from 6-10 percent of the total daily attendance of the school seated at tables, with sufficient space between, and between tables and chairs, to permit freedom in moving about. Tables (3ft x 5ft) should be arranged in rows so that the end of the table is parallel to the long exterior wall, that the greatest benefit may be derived from light entering the room from the windows. There should be a clear space of from four to five feet between tables and between tables and cases. In smaller schools, there should be two such rows of tables, while larger schools require three. Thus for a small school, the width of the room should be twenty-five feet.

Shelving

The other element of size is wall space to accomodate shelving for all the library books owned by the school and to allow for growth, a minimum of 10 books per pupil being the standard for the High school, and 3-5 for the Elementary school.

Open shelving should be provided, having all books in view and within reach. Shelving should be built around the walls and under the windows, if these are sufficiently high. Specifications for shelving and for tables and chairs given here are adapted from Marvin—Small library buildings (A. L. A. pub. bd., Chicago), and from School libraries, Library Bureau, Chicago.

Plain wood wall shelving is the best for this purpose. Library shelving must be built according to standard measurements, and the shelves should be adjustable in height. Fixed shelves either waste space or make it difficult to arrange books of various sizes in the proper order. Uprights, base, and top should be finished flush, with no projections on the front edges on which books may catch. A projecting base becomes very unsightly. Shelves need not be backed excepting for the sake of appearance.

Uprights between shelves must be solid. The adjustment for the shelves must be so designed that all parts between the shelves will be flush with the surface of the upright, without projecting members to wear or mar the books.

The usual faults of shelving are: making the shelves too long so that they sag with the weight of the books, making it too high so that the upper shelves are not easily reached, having projections against which the books catch, and having poor shelf supports.

The usual height for shelving is approximately 7′, which allows for seven shelf spaces. Each section or space between uprights should be as near 36″ wide as possible. No section for books should be over 42″ wide, as the shelves would sag. Uprights should be solid, otherwise the books will slide through. Shelving is ordinarily made of 1″ to 1¼″ thick lumber.

If shelves are fixed, a space of 10″ in the clear should be allowed between all shelves. The base should be from 4″ to 6″ in height, and the top 2″ to 5″. The depth of shelving is ordinarily 8″ excepting for some reference books, where 9″ or

10″ is necessary. Where the shelves are adjustable the standard height is 6′ 10″.

The best shelf supports are good sized threaded metal pins, fitting into a double row of holes in the uprights. The under side of the shelves should be grooved to fit over the pins. The holes in the uprights should be bored 1″ apart in height, and care must be taken to have the holes in all uprights bored to exactly the same measurements, so that the shelves will be perfectly level.

Where no workroom is provided, supply cupboards should be built into the shelving.

Capacity of book shelves

To determine the shelving capacity, eight books are counted to the running foot. One-third of each shelf should remain vacant, to avoid constant shifting of books as additions are made. Cases built seven shelves high, allow for fifty-six volumes to the foot for the wall shelving.

Where wall space is limited and the room is sufficiently wide, short doublefaced stacks not more than thirty-six inches long, may be built from the wall shelving at intervals of four feet, thus making alcoves. If there is any space under the windows not needed for radiation, shelves may be placed there for reference books, allowing six inch base, two shelves one inch thick and not more than nine inches deep. The top of such a case should be flush with the window sill and be made into a shelf to rest the book upon while consulting it.

Shelving near the desk is needed for many purposes, especially if the librarian's desk is of commercial type, or not sufficiently provided with shelves.

Books ordered by teachers, books on temporary reserve, new books in process of preparation, files of special lists, books coming from or being returned to the Public library must be provided for, temporarily, near the desk.

Floor covering

To provide the quiet needed for study, the floor should be covered with cork carpet or battleship linoleum.

FURNITURE

A laboratory requires special furniture, as does also the drawing room and the commercial department. The library is a department for a definite purpose and needs suitable and durable furniture no less. Library furniture designed to meet the requirements of library work is available. This should be purchased that the work of this department may be facilitated, not hampered by makeshift equipment.

Essentials in furniture are reading tables and chairs, table or charging desk for the librarian, cabinet and stand for the card catalog, magazine rack, vertical file and bulletin boards.

TABLES: The unit of table space required for a student in a school library is approximately thirty inches. A table 3x5 feet and thirty inches high is the ideal size. It conveniently accommodates six readers, two on each side and one more at each end. A table of this size with a maximum of six students is convenient for work and makes supervision easy.

The table must be plain and substantial, and without drawers. Foot boards should be omitted, and the legs bolted to give rigidity. There should be no finish around the edge of the top.

Tables longer than five feet are objectionable. They permit of larger groups, thereby encouraging conversation and restlessness. The 3x5 size permits of convenient aisles and allows free use of the room. It is particularly convenient for rearrangement into "U" or "T" shape forms for the grouping of a class using illustrative material.

Round tables add to the appearance of the room and are good for quiet study. They should not be more than four feet in diameter. If tables for younger children are needed, they may be the same size as the others except the height should be twenty-six inches or twenty-eight inches with chairs sixteen or seventeen inches from the floor with back of seat corresponding, not large chairs cut down.

CHAIRS: These should be light but strong and without arms. Bent wood chairs are light, and therefore easy to move, but tip and break easily and they are not especially comfortable.

Solid chairs with seat of saddle type and properly constructed back are more expensive, but are much more satisfactory in

comfort and durability. If the floor is not covered with cork carpet, all chairs should have rubber tips to lessen the noise.

Charging desk

Every school library should have a well-equipped flat top library desk for the librarian's use in the transaction of the library business.

The top should be large enough to permit the charging and discharging of books, the registration of borrowers and the filing of book cards (5x3-in.) in a sunken book card tray, or in a tray on top of the desk.

The space inside the desk should be divided into drawers conveniently arranged for cash drawer with money tray; drawers to hold card supplies and forms; and for registration card file (cards 3x5); compartments for accession book (10x9-in.) and registration book should also be provided and shelves for temporary storage of reserve books and returned books.

The usual height for a low desk at which the librarian sits in a chair of ordinary height is 32½ inches.

For the smaller school the straight type is used. The "U" shaped desk used in the Girls' high school, Brooklyn, is thirty-two inches high, eighty-four inches wide, eighty-three inches deep. It groups all the materials within easy reach, so that one person can do the various types of work comfortably in normal times and it is sufficiently large to admit of an assistant at the rush time.

The wing type charging desk is desirable for large schools if the shape of the "U" desk is not suited to the room. This is commonly thirty-nine inches high and requires a high base swivel chair.

Placing the desk

It is desirable to place the charging desk near enough to the central door to command the entrance and exit, and this brings it often in the center of the room.

A shelf across the entrance to the desk if of the "U" shape, closes the desk and gives additional working space for charging, etc.

With the more open type a low free standing book shelf near the end is a convenience.

Card catalog cases

As soon as a card shelf list or card catalog is made, a case must be provided. The drawers in these cases must be of standard size, to accommodate standard library cards. The drawers must be fitted with round rods. A stand must be provided for the catalog case.

Library catalog cases should be provided. Library of Congress and Indexer cards are printed on cards cut to centimeter measurements, as are also the plain catalog cards.

The commercial 3x5 card cases are not made in measurements to correspond and have frequently ill-fitting or wrongly placed rods.

Periodical racks

These are sometimes made by the manual training department. The usual dimensions are five feet, two inches high, three feet six inches wide, one foot eight inches deep. This will accomodate about thirty magazines.

Blue print should be obtained from a public library before the work is attempted.

Racks which are of proper size to take care of a limited number of current magazines, may be bought of library supply houses.

Shelving may be used for housing periodicals when a greater capacity is needed. Shelves should be twelve inches deep, three inches apart and the sections may be made as long as four and one-half feet if shelving of one and one-eighth inch width is used to prevent sagging.

This shelving can be any height desired to fit in space under windows. If on the wall it should be the same height as book shelving.

Atlas and dictionary cases

These are conveniently arranged for the care of atlases, folios and large books which must lie flat. These have sliding shelves and the top is made sloping to accomodate the dictionary.

Bulletin boards

Space must be allowed for proper placing of bulletin boards. If there are pillars in the room they may be placed on them. They are usually made of cork carpet framed. A large one should be provided for the daily clipped newspaper.

Display case with bulletin board

A sloping-top case with or without shelves below is very desirable for the display of a group of books, for a particular subject or in special bindings. The bulletin board above permits of lists or notices regarding them.

Vertical file

To properly care for the small pamphlets, bulletins, unframed pictures and clippings so much used in high schools, the vertical file is necessary. These are cases containing from 2 to 4 drawers. The letter size is sometimes used but for both pamphlets and pictures the legal size is better. Cases may be bought which provide drawers for pictures combined with small drawers for postal cards and trays for lantern slides.

Care should be taken in purchasing a case to secure one with drawers mounted on roller bearing extension slides. Drawers filled with pamphlets and pictures are heavy, and are practically useless unless they slide easily.

Manual training departments attempting to make file cases will find it necessary to make special study of the slides and purchase special roller attachments.

Truck

A book truck is desirable in a small library and indispensable in a large one.

For effective work additional equipment is needed as follows: celluloid holders for handling pictures, files for lantern slides, post cards, and victrola records, a cutting machine, pamphlet cases, book supports, shelf markers.

Supplies for school libraries

Library furniture and library supplies have been standardized to meet the particular needs of library work. There are special

forms for labels, accession books, record sheets, book pockets and cards. Correct charging trays, book supports, ink for marking books, shelf label holders, magazine holders, and card catalog cases are obtainable. These should be purchased for library use instead of business forms and files.

Summary

Essentials for a good school library room:
- Room of adequate size, conveniently located.
- Good light.
- Shelving: Open wall shelving.
- Floor covering.

Furniture:
- Reading tables to seat an average class.
- Chairs.
- Magazine rack.
- Desk for librarian.
- Vertical file.
- Card catalog case and stand.
- Bulletin boards.
- Charging tray.
- Pamphlet boxes.

In the suggestions for Room and equipment "School libraries" by the Library Bureau (Boston, New York, and Chicago) has been freely drawn upon.

Library class room

The "New" high school library has a library classroom, adjoining the main reading room where a lantern and bulletin boards make the use of pictures and slides possible with the least inconvenience, as all the material is at hand in the library (M. E. H.).

This room is fitted with tablet arm chairs which can be moved, and is equipped with dark shades at the windows for darkening the room, white wall curtain for showing pictures, reflectoscope, Victrola, and cases for holding slides, postcards, Victrola records, etc.

A small platform or stage is useful. Wall cases for maps may also be installed in this room.

School and town library. Public library branch

Where the school has the only library in the town and must give public library service also, or when a public library branch, open to the public, is contemplated, the only feasible location is the first floor.

For this use, double space or two rooms thrown together should be provided, with separate room for children if possible. This is necessary to accommodate the different types of readers and also for proper arrangement of the books.

At least during part of the day, the room and the services of the librarian should be given over wholly to work with the students in the school.

Public library collections of fiction are often unsuited for school children and should be shelved as a separate collection. More reading table space is also needed where the school library serves as a town library.

It must have an outside entrance as well as one from the school. With the library in the front of the building, an entrance may be placed in the vestibule between outer and inner main entrance doors, and should be so arranged that it may be shut off from the rest of the building for evening and summer use. When on the side, or in remodeling an old building, one window may be converted into a door, and outside vestibule and steps added.

Heat

Heat is a practical consideration in planning for public library service in the school house.

In some places the heating system is so arranged that the library is heated with exhaust steam, or it is heated by the pipes leading to the greenhouse so that no additional heat is required for evening service. If such service is contemplated, separately controlled heat mains should be provided when the heating system is installed.

Book Selection

The selection of books is of first importance in school library work.

On the increased use of books and improvement in the

quality of reading the whole success of the library as a part of the educational work of the school, depends.

Indiscriminate purchase of books is one of the most wasteful practices in the schools. The school libraries are over-crowded with expensive sets, subscription books, obsolete books of teaching methods, books too difficult for the students, and very cheap editions with bad print and paper. In the same schools, the books actually needed are often lacking.

As in the selection of any equipment, or tools, the selection of books must be based upon the purpose for which the books are to be used, and thorough knowledge of books. No book should be bought for any school library without a definite idea in mind that it will be of immediate use in connection with some study, or for the help of some individual.

Book selection for the grades and for country schools

1. Books should be chosen which have a direct bearing on all the subjects taught in the school, including some on agriculture, hygiene, nature study and science, a complete United States history for reference use, modern history, some one-volume collections of literature (not sets), books about children's reading and story telling, handbooks of information, atlases and books of simple reference. Books on domestic science, music, picture study, should also be included.

2. Books must be selected to train in habits of observation, to aid in identifying the stars, birds, trees, wild flowers and wild life in all forms.

3. Some books should be chosen for the library which will help in planning for school activities; boys' and girls' clubs, school entertainments, warm lunches, social center work, debating societies.

4. The library should include those books which are generally accepted as the best of the world's literature, and which should be placed in the way of every child while young. Some of these are: Alcott, Little Women; Bunyan, Pilgrim's Progress; Baldwin, Story of Siegfried; Carroll, Alice in Wonderland; Andersen, Fairy tales; Hawthorne, Wonder book; Harris, Uncle Remus; Kipling, Jungle book; Lamb, Tales from Shakespeare;

Macleod, Book of King Arthur; Mother Goose; Stevenson, Child's Garden of Verses; Treasure Island. There are many others which should be included.

5. In selecting stories, those should be chosen which are strong in human interest, but which preserve the right ideals of conduct and achievement.

6. Interesting biography should be provided for all the grades, to follow the reading of the stories of imaginary people, books which will inspire, as well as those which will give interest to the study of history.

7. Books should be included to meet the children's interests or to develop talents; books of games, sports, drawing, occupations, such as simple books of sewing and basketry for the girls; mechanics, electricity and wood working for the boys; also books on vocations for older boys and girls.

8. The books should always be chosen with the pupils in mind, selecting those which are easily within their comprehension, including something for all ages and interests.

9. Only those should be bought which are wholesome in tone; are written in good English, and which contain enough information, beauty or enjoyment to make them worth while. No books should be bought because they are harmless, but all because they will contribute to the life and work of the school.

10. Books should be bought in as good editions as can be afforded. An attractive looking book will be read and enjoyed, while a book in small type, poor paper and dingy cover will not.

In all collections, standardization should be the chief aim. New books for younger children are not especially desirable. The books that have stood the test of time, and are real literature, should be provided first. Lists of such books may be obtained free, or at little cost from the larger public libraries and from state library commissions.

Book selection for high schools

Books should be chosen to be used in connection with every subject taught. The library is not for the History and English departments alone, but every subject should be enriched.

The history department should be provided with carefully selected books of biography and history, from all the periods

of history taught in the school. This would include a group of the biographies, histories and personal accounts, of permanent value, from the World war. Biography should be plentifully supplied for all departments.

Books must be included which will strengthen civic and social ideals, foster a feeling for America as well as the books to give a knowledge of other countries and a sympathy for the new American from foreign lands.

For the home reading for English, the library should provide not only the standard fiction, but also interesting books of varied appeal; vital biographies, travel and adventure: books to direct the imagination; poetry old and modern, plays, essays on familiar subjects, etc.

In connection with vocational guidance, books of ethics, the trades and professions, education and training, and biographies of modern people must be furnished.

Science in readable form and with modern application, books of art in all its forms, music, athletics and sports, books of handicrafts, all must be represented.

Every book in the library should pass the quality test, i.e.: Truth, good English, wholesome ideas, high moral tone, readableness, vitality. Care should be taken to secure the best on each subject.

A fine edition collection should be built up in every library as rapidly as funds will permit. These books serve to interest students in classics, in owning books, and the teachers of various subjects find them useful for typography, drawing, color, costume, and for the artist's interpretation of literature.

Standardization

To assist schools in the selection of good and useful books, library lists for schools are provided in several states. A statement regarding such lists is given in the Wilson Bulletin, September 1920. (H. W. Wilson Co. New York)

These lists are carefully prepared to meet as far as possible the needs of all the schools in the state and to give the teachers a reliable guide to books that have been tried with young people, and approved by librarians and teachers.

Generally speaking, they all include many of the same titles, with additions to meet local needs. Library lists vary in

arrangement, some grouping by grade, roughly by subject or classification number according to library usage.

The advantage of a graded list is that an inexperienced teacher finds ready help in selecting books for her classes. Since the use of a book in a certain grade varies according to the reading facility of the child, a graded list must repeat the same titles in different grades.

A classed list serves as a guide to the arrangement of books on the shelves and groups books by subject. Many of the classed lists also indicate grades for the books.

Most state school library lists attempt to cite the best cheap editions. The public library "Best" lists give the best editions regardless of cost.

If not provided by the state, schools should obtain from the State Library commission, or largest public library one or more standard lists to be used as guides in purchase and arrangement.

Large schools with unlimited library funds will find The Booklist (A. L. A. pub bd., 78 E. Washington st., Chicago, $1.50 per year), of value for new books and for the list of Government documents useful to schools, which is a quarterly feature, and for new books also, the Standard Catalog Bimonthly (H. W. Wilson co., New York).

Other aids in Book selection for the larger high school are: Horton. Out of door books. Women's industrial and educational union, Boston; National council of teachers of English Report of the committee on home reading. English Journal, Chicago; Newark, (N.J.)—Public library. Reading for pleasure and profit; Pierce, Catalog of literature for advisers of young women and girls. H. W. Wilson co., New York; Portland, (Ore.)—Library association. High school supplementary reading; Rathbone. Viewpoints in travel A. L. A. pub. bd., Chicago; and Standard catalog—Biography section; Standard catalog—Sociology section. H. W. Wilson co., New York.

Economical book selection is not possible until the library is put in order and classified. After this work is done, the shelves or the shelf list will show where the collection is weak.

Teachers should be asked to check the school lists for books to be added for the subjects in which they are most interested. Lists of books in addition to those on the school lists should be carefully considered and the books compared before purchase.

If a teacher is not interested in building up the library side of her work, the teacher-librarian or the superintendent should select books so that all subjects will be represented in the library. If all the books wished cannot be purchased at once, an order file is kept, as suggestive for later purchases.

Complete works of authors should be avoided. There are very few authors of whose writings any library would want all. The titles wanted, if bought separately, could be replaced at any time, as they could not be if part of a set.

Editions

The size of the library and its needs will determine whether books are bought in the cheapest editions or in the best. None should be bought that are not on good paper, with clear print and attractive in appearance. A school would not usually purchase a finely illustrated edition unless the same book was in the library in a cheap edition for home use.

Library binding

In school library lists, this term is used to indicate that the binding has been strengthened. Such books more than pay for the extra cost in their wearing qualities. They should be purchased whenever available. Some librarians have all their new books reinforced before using.

Any new books will be reinforced by the H. R. Huntting co., Springfield, Mass., The Library book house, Springfield, Mass., or Chivers bindery, Brooklyn, N.Y.

Reference Books

General reference books must be selected with care, considering both subject-matter and price. With a well-balanced library, i.e., one in which all subjects are represented, there is less need for general reference books.

Encyclopedias

Encyclopedias must be of first quality, modern in subject-matter and treatment, and of recent date. If a great saving can be effected in the purchase of an older edition of the best

encyclopedia, schools may find it worth while to purchase it and the year books which supplement it.

Encyclopedias should not be purchased without comparison with other sets and verifications of prices.

Atlases

If the school is limited in book funds, it is better to buy an inexpensive atlas and replace frequently than to spend much money for a large atlas.

Statistical hand books

The newspaper hand books such as the World almanac offer a great amount of statistical and miscellaneous information at very low prices. Such books should be replaced annually.

A list of especially valuable reference books will be found in all the state school library lists.

Magazines

Magazines are helpful in the work of the school library. The cheap, sensational magazines which would admit to the library stories which would be rejected in book form should be carefully avoided. Magazines which are of current interest, and which are valuable for debate work and general reference use, and worth binding as a permanent part of the library should be bought freely, giving preference to those which are indexed.

A periodical index is necessary to make all the material in the magazines available. The Readers' guide to periodical literature, H. W. Wilson Co., 958-64 University ave., New York, is invaluable in the use of magazines, either current or bound. It is issued monthly, and cumulates.

Schools with large agricultural departments will need the Agricultural index (10 numbers per year, cumulative), H. W. Wilson Co., New York.

This indexes scientific and technical journals on agriculture, horticulture, forestry, and allied subjects; popular farm journals, bulletins, publications of societies and organizations.

For either index, write the firm for prices, giving the list of magazines for which the school subscribes.

MAGAZINES FOR LOWER GRADES

*Boys' life. Boy scouts of America, New York
*Current events (weekly) Current events, Chicago
*Littlefolks. Casino co., Salem, Mass.
St. Nicholas. Century co., New York
*Youths' companion (weekly). Youths' companion, Boston
*Wohelo. Camp fire girls, New York

MAGAZINES USEFUL FOR JUNIOR AND SENIOR HIGH SCHOOLS

American city. (Town & county ed) New York
*American cookery. Boston
Atlantic monthly. Boston
Current history. New York Times
Current opinion. New York
Good housekeeping. New York
Harper's magazine. New York
Independent. New York
Industrial arts magazine. Milwaukee
International studio. New York
Literary digest. New York
Mentor. New York
*Musical America. New York
National geographic magazine. Washington, D.C.
New Republic. New York
Outlook. New York
*Popular mechanics. Chicago
*Popular science monthly. New York
Scientific American. New York
Scribner's magazine. New York
Survey. New York
World's work. New York

MAGAZINES FOR TEACHERS

Education. Boston
Educational review. Columbia univ.
Elementary school journal. Univ. of Chicago
†English journal. Univ. of Chicago
*Historical outlook. Philadelphia
†Journal of geography. New York

†Kindergarten-Primary magazine. Manistee, Mich.
†Nature study review. Ithaca, N.Y.
School and society. New York
*School arts. Worcester, Mass.
School review. Univ. of Chicago
School science and methematics. Chicago
Science. New York
Teachers college record. Columbia univ.

*Not indexed in Readers' Guide.
†Indexed in Readers' Guide Supplement.
Prices may be obtained from the publisher or a periodical agency.

Book Buying and Ordering

Book buying practice varies. As before the war, buying through the book dealer seems the most economical of time and money. In states having a school list, there is usually a contract dealer from whom the books must be purchased, the contract having been let to the lowest bidder on the list as a whole. Through the contract dealer one is assured of getting the edition specified which is not always the case in the open market, or through a purchasing agent.

In large schools, where all supplies are purchased through a purchasing department, the librarian should have a fund from which to purchase new books needed in response to a call that could not be foreseen, or books which may become available at special prices.

Books sold only through agents, usually comprising complete works of authors, sets of encyclopedias, and subscription books, are the most expensive and usually the least useful books that can be bought.

Practically all books sold by agents may be obtained at greatly reduced price from a reliable dealer in second-hand books and remainders.

Names and addresses of dealers in remainders may be obtained of the librarian of the public library or the State Library Commission.

Prices have decreased somewhat since the war, but an average estimate of one dollar for lower grade books and one dollar fifty to two dollars for Upper grade and High school books is conservative.

Order cards

As requests for books, which are of special value and which are not in the library are received, order cards are made.

Order cards may be bought, or blank cards filled out to give the following information:

Class No.	Author's surname, followed by initials
Date ordered	Title
Of	Vols. Date
Received	Edition Publisher Price
Cost	Recommended by
Approved by	Reviewed in
L. C. card No.	Is it in A. L. A. Catalog or A. L. A. Book list?

These cards are filed by author or grouped by publisher. The latter arrangement is most convenient when book purchases are made through the visiting representatives of publishing houses.

When purchases can be made, this list should be consulted first.

Prices and discount

The discount which may be obtained by a school varies. The dealer who handles a large stock is able to give a better discount than the local merchant who orders through another dealer. All regular dealers give some discount to schools.

Some of the best cheap editions are the Home university library, and the reprint editions: Everyman's library and Grosset and Dunlap reprints.

The Home university library includes new books on a great variety of subjects. They are small in size, light to handle, have fair paper and print, and are by authoritative writers.

Everyman's library consists of reprints of a large number of the classics of literature. The volumes are small and attractive in appearance. The margins are narrow and the books cannot be rebound and must, therefore, be purchased in library binding. The print varies in size and in very long books is too small to be useful.

Grosset reprints are chiefly of fiction. They are reprints from the original plates, and so retain the appearance of the original edition. The plates are rented by this company from the original publisher for a limited number of copies. When this number has been printed the plates are returned and the book is only obtainable at the original price.

PART II

ORGANIZATION

Organizing a school library quickly and accurately requires a knowledge of library methods which comes from thorough training and library experience.

The most advantageous procedure is to get the librarian first. With a given amount of money to be expended, she would assist in the preparation of a budget, proportioning it to the needs. Then, in consultation with the principal and teachers and the various supervisors, the titles would be selected and ordered.

Decision as to the records needed for the particular school would be made before the technical work was begun. All short cuts which would produce the maximum of usefulness with the least technical detail, would be employed.

In starting a library, most schools have books scattered throughout the building which must be gathered in, appraised, sorted and made into a working collection, and the trained librarian is not always at hand.

To assist those unfamiliar with this kind of work, the simplest processes are described in detail and if carefully and thoughtfully followed will bring the library into order and usefulness.

Putting a library in order is not a work for children; it should be done by a person of education and judgment, using student help for mechanical processes only, and these carefully supervised, that the work may be done neatly and accurately.

Directions for each part of the work should be carefully studied and thoroughly understood before that work is undertaken, or the effort will be wasted.

It is desirable that standard library methods be used, but in simplified form. Original systems of classification however good in themselves are seldom practicable since the personnel of a school staff is ever changing, and work done in an original way is usually unintelligible to those who come after.

Library classification and methods are becoming familiar to an ever increasing group and trained librarians can continue a standard system with little loss in adjustment.

Putting an old library in order takes time and the work must be carefully planned to make the time spent upon it count to the best advantage.

Experience in organizing public and school libraries has shown the following routine to be the most economical of time:

Routine of Processes in Putting the Library in Order

1. Preparation of shelving
2. Collecting the books belonging to the library
3. Ordering supplies
4. Sorting the books into groups
   - (1) Discards
   - (2) Books to be rebound
   - (3) Books to be mended
   - (4) Books in good condition and of known usefulness
5. Mending books in need of repair
6. Removing old labels from the backs
7. Mechanical preparation of new books
8. Placing the book pocket on inside front or back cover
9. Classification
10. Accessioning
11. Writing book card
12. Marking books on the back
13. Arrangement on shelves
14. Marking shelves. Posting classification outline
15. Checking school list
16. Charging records
*17. Making the card records
   - (1) Shelf list
   - (2) Catalog

The details for these processes follow in the same order.
*Country schools would omit Processes (16 and 17).

1. *Preparation of Shelving*

There should be enough shelving to accommodate all the books belonging to the library and to allow for growth. It is useless to attempt to put a library in order unless there is

sufficient shelving upon which to place the books after they are classified. See suggestions on shelving in the article on The Library room.

2. *Collecting the Books*

Before beginning the work all of the books belonging to the school should be called in. Teachers and pupils should be asked to bring in all of the books they have and a request put in the local paper that all books belonging to the school be returned from the homes. All of the library books belonging to the school should be shelved in the library room that they may be available when not in use. If kept permanently in the class-rooms, they are lost to the rest of the school.

3. *Supplies*

Library supplies have been standardized to meet the needs of this kind of work, and library supplies, not business cards and files, should be bought.

Supplies should be ordered for the part of the work that is to be undertaken. If a library is wholly unorganized, the supplies needed first will be: Mending material, pockets, cards and charging tray for charging system; white ink, India ink and shellac for marking the books; accession book, and shelf supports. Catalog cards and catalog card cases should not be ordered until the other work is completed.

The following list of supplies may be recommended for usefulness. Price lists of library supply houses must be consulted. They are omitted here because of frequent changes.

SUPPLIES FOR MECHANICAL PREPARATION—FOR 500 BOOKS

Accessioning

Accession book (1000 line) (paper)
or
Steel ink eraser

Charging system

Loose leaf accession sheets
500 book pockets (open end, printed with name of library)
or
500 book pocket strips

500 book cards
500 date slips
Paste
Brushes
Charging tray with guides (wood, without cover)
Record sheets

Marking

David White Letterine
or
Gaylord's White marking ink
India ink
White shellac
Penholder, preferably cork
Pens—Esterbrook Judges' quill No. 312

Mending

See under Mending, p. 37.

Stamping

Library stamp

Shelving

Book supports, black japanned
Shelf label holders, black japanned
(Give thickness of shelf.)

Directory for library supplies

Staple supplies may be obtained through school supply houses or obtained direct from manufacturers below. The list is by no means complete, but may be useful for certain sections of the country.

Accession books

Democrat Printing Co., Madison, Wisconsin
Library Bureau, Boston, Chicago, New York
Riverside Printing Co., St Paul

Catalog cases and cards

Boston Index Card Co., Boston
Democrat Printing Co., Madison, Wisconsin
Gaylord Bros., Syracuse, N.Y.
Globe-Wernicke Co., Cincinnati
Library Bureau, Boston, Chicago, New York

Cataloging aids

A. L. A. Publishing Bd., 17 E. Washington st., Chicago
A. L. A. Catalog rules
A. L. A. List of subject headings
Hitchler. Cataloging for small libraries
List of subject headings for small libraries (H. W. Wilson co.)
Mann. A. L. A. heading for juvenile catalogs

Charging systems: book pockets; book cards; charging trays

Democrat Printing Co., Madison, Wisconsin
Gaylord Bros., Syracuse, N.Y.
Library Bureau, Boston, Chicago, New York
Riverside Printing Co., St Paul

Classification aids

Cutter. 2 figure decimal alphabetic order table. Library Bureau
Dewey. Abridged decimal classification. (New edition) Library Bureau

Furniture

Globe-Wernicke Co., Cincinnati
Library Bureau, Boston, Chicago, New York
Shaw-Walker Co., Muskegon, Michigan
Yawman & Erbe Mfg. Co., Rochester, Boston, New York

Lettering and stamping outfits

Rubber stamps
Allen Bros., Boston
Democrat Printing Co., Madison, Wisconsin
Library Bureau, Boston, Chicago, New York

Wilson's gummed letters. Tablet and Ticket Co., 624 W. Adams st., Chicago
Show card inks in assorted colors. Walbrun Kling co., Chicago

Library desks

Library Bureau, Boston, Chicago, New York

Magazine covers

American Library Bindery, Philadelphia (A. L. A. binder)
Democrat Printing Co., Madison, Wisconsin
Gaylord Bros., Syracuse, N.Y. (Bull dog)
H. R. Huntting Co., Springfield, Mass.
W. G. Johnston & Co., Pittsburgh, Pa.
Library Bureau, Boston, Chicago, New York
S. A. Stewart Co., Pittsburgh, Pa. (Baldwin & Lockit holders)
Ward Bros., Jacksonville, Ill. (Spring back)

Mending supplies

Democrat Printing Co., Madison, Wisconsin
Waldorf Bindery Co., St Paul

Mounting board and paper

E. E. Babb, Boston
Carter, Rice Co., Boston
Thomas Charles Co., Chicago (agents for Milton Bradley)

Pamphlet binders and boxes

Gaylord Bros., Syracuse, N.Y.
Library Bureau, Boston, Chicago, New York
H. Schultz & Co., Superior & Robert sts., Chicago

Statistic sheets

Democrat Printing Co., Madison, Wisconsin
Gaylord Bros., Syracuse, N.Y.
Library Bureau, Boston, Chicago, New York

4. *Sorting the Books*

The test of usefulness should be applied to every book put in the school library. It is not the place for obsolete text-books, indigent books, old books of teaching methods, gift books, discards from home libraries, subscription books, curiosities and odds and ends from other departments of the school.

If the school owns a group of books old enough to be really interesting as types, they should be kept as a separate collection, not classified as a part of the school library.

Unbound books and pamphlets

These should be properly classified and arranged in pamphlet boxes or in a vertical file, but until bound, are not to be considered *library books,* and should not be entered in the accession book.

Government documents

Much valuable material is contained in government documents, but many of the documents are of unwieldy size, and require special shelving.

For a small school the documents are most useful that can be classified and arranged on the shelves with other books.

Suggestions for documents to collect may be obtained from Wyer—Government documents for the small library, and the lists appearing quarterly in The Booklist (A. L. A. pub. bd. 78 E. Washington st., Chicago. 25c)

No bound documents should be destroyed.

Bound documents of extra size and uncertain usefulness should be given to the Public Library if it wishes them, or returned to Washington.

A list of the United States documents of which the school wishes to dispose should be sent to the Superintendent of Documents, Washington, D.C., and if acceptable to him, mail sacks and mailing franks will be sent to the local postoffice that they may be returned free of charge.

State documents may be returned to the Document Clerk at the Capitol, but charges must be prepaid.

Text-books

Text-books in sets and sets of classics and other supplementary reading should be kept in the text-book room, not in the library. If bound books one or two of each title used as supplementary reading may be put in the library.

Sorting the books

The bound books are divided into four groups: discards; books to be rebound; books to be mended; books to be prepared for the shelves.

(1) *Discards*

Books too soiled or worn out to be of service to the library should be discarded.

Old books of teaching methods and text-books of no value for reference, are not worth the time it takes to put them in order.

A book which has been little used should not be discarded without a very careful examination of the subject-matter to see if it could be used. Some unused books may be of value and only need to be known.

All discarded books must be checked off the accession book and other records.

Final disposition should be made of the books discarded—they should not be given to students or the janitor or allowed to be distributed about the town to eventually find their way back to the library.

As other materials in the school are used, worn out and discarded, so the school library should be expected to wear out and discard some books every year, and some books must be rebound.

Country schools usually have inadequate shelving and are often overcrowded with books of little value. Books unsuited to the pupils, and of no interest to the neighborhood, should be removed from the shelves. If the school board is unwilling to destroy them, they should be neatly packed in a wooden box and stored.

Uses for discarded books

One book out of covers should be kept to show how a book is made when class instruction is given in the care of books. Portions of worn books may sometimes be used to advantage. Illustrations having any value in connection with nature, language or story work may be trimmed and filed in large envelopes marked with the subject for which they are useful, or they may be mounted on pulp board cut to uniform size, marked with the subject and filed in cases or drawers. Single poems may be mounted in the same way, filed and indexed. Stories for telling may also be saved and filed in bulletin boxes. In some country schools, books to be discarded are looked over for material for booklets, such as a Longfellow booklet, containing a biographical sketch and extracts from his writings. This material is marked and filed away until needed.

When material has been culled from books, the residue should be baled or put in bags and sold for waste paper. Thrift in collecting and selling old books, magazines and paper has provided funds for many desirable new books for the school library.

(2) *Books To Be Rebound*

Good service cannot be given by books out of repair, therefore the physical care of books is a feature of school library work. The physical make-up should be understood, so that the librarian may know when a book must be rebound and when it may be mended.

Binding—How a book is made

Books are printed in sheets and folded to form sections or signatures. The number of times the sheet is folded determines the number of pages in a section and the size of the book. Four folds makes a quarto book, eight folds an octavo, the usual size of a library book. In making the sections into a book, they are first "gathered" and arranged in order, then sewed. The best sewing is done over tapes.

A sewing bench is a frame with tapes stretched from top to bottom. The sections are backed to these tapes, one by one. The sewer finds the middle of the section, sews in and out around

the tapes, then adds the next section. All the sections are sewed, including the added section of title page, fly leaves and end papers. When the tapes are cut an inch on each side is left to project over the end paper.

The majority of books of fiction and popular books are sewed on a machine which fastens the sections together with a lock stitch.

After the book is sewed it is trimmed to exact size. Next a strip of thin cloth called super is glued fast to the back, with a portion about one inch wide projecting on either side and well pasted to the end paper to form a hinge for the cover. It is in the hinge that the book usually becomes weak first. When the glue is nearly dry, the book is backed by clamping it, back up, between iron plates, and the back rounded with a hammer. The groove made by hammering the back over the iron plates helps to fit the book to the cover.

The ordinary book is case-bound; that is, the case or cover is made separately and the book set in. It is made by covering the two stiff sides, called boards, with book cloth, the space for the back being lined with a strip of heavy paper.

The book is placed in the case, the boards fitting into the groove in the book.

The extra sheets, known as end papers, which were attached to the first and last sections of the sewed book, are now pasted on the inside of the cover. These are often of decorated paper.

"Library binding" involves special sewing, reinforcing or strengthening the joint of the end paper with cloth and lining the end papers with super. Books should always be ordered in "Library binding" when this edition is noted in the school lists. The additional cost is from ten to fifteen cents, but the book will give that much additional service.

Pressing and drying are accompaniments of the binding process at every step so that a book comes to us stiff and dry.

Care of new books

A little care in the handling of new books will save trouble later on. It is necessary to loosen the stiff glue on the back without breaking the stitches of the sewing. Opening the book according to the directions will gently loosen it throughout without breaking.

How to open a new book: Hold the book with its back on a table or smooth surface. Press the front cover down until it touches the table, then the back cover holding the leaves in one hand while you open a few at the back, then at the front, alternately, pressing them down gently until you reach the center of the volume. Never open the book violently nor bend back the covers; it is liable to break the back and to loosen the leaves.

White or very light covered books should be coated all over with white shellac and thoroughly dried before they are used. The shellac must sometimes be thinned below the average commercial standard to obtain satisfactory results. A cord stretched between two chairs makes a convenient drying arrangement.

Books must be kept upright on the shelves, not too tightly crowded. The constant use of book supports will save much mending and binding.

Care of books in use

When books are returned the condition should be observed and none should be replaced on the shelves which are in need of mending or binding.

Binding—When not to rebind

Do not rebind books with pages missing or with inside margins less than one-half inch. As a rule, do not rebind books costing fifty cents or less. Exception is sometimes made to this rule in the case of picture books. All books sent to the bindery before the stage of complete dilapidation are much stronger after rebinding than in original covers.

Do not rebind badly soiled books.

Books with pages missing at the beginning or end of the book should not be rebound.

When to rebind

If the stitches are broken and the sections are loose throughout the book it must be rebound at once if it is to give further service. Rebind books costing more than fifty cents if they are of value to the library.

Bind magazines needed for reference work if indexed.

Reference books in constant use, like encyclopedias, dictionaries, periodicals, indexes and atlases, should be carefully watched for torn or loose leaves. As soon as the binding shows signs of giving way the volume should be sent to the binder.

Preparation for the binder

Examine books to see if any printed pages are missing. This is important, as a book with many pages missing, particularly at the front or back, is worthless.

Be sure to send the title page.

If the accession number of the book has been entered on the book plate only, enter it in the proper place (the first right-hand page back of the title page) before sending the book to the bindery.

The usual material for rebinding is art vellum or library buckram. Either is sufficiently strong for all ordinary books. Color desired should be specified; red is a good color for little children's books.

If the book is one of a set such as encyclopedias, instruct the binder not to trim, and indicate color and style of binding and lettering that it may match the rest of the set as nearly as possible.

Instructions for charging books sent to the bindery, are given on page 72.

Cost of rebinding

The usual cost of rebinding a book of ordinary size in art vellum is 60-70 cents, and some what more in library buckram. Large books cost five cents additional for every inch over the octavo size.

Binding of magazines costs from eighty-five cents for size of Harper's magazine upward.

Binding magazines

It is hardly worth while to bind magazines which are not indexed in periodical indexes since the use would be limited.

Those magazines which have been most frequently consulted for material of permanent interest would be the first choice for binding.

Single numbers of a magazine when devoted to one subject such as the National Geographic may be put in pamphlet binder and treated as a book.

Back numbers may be kept in order for consultation by means of bulletin boxes described on page 100.

Reinforcing magazines

When magazine covers are not used, and for magazines to be circulated, reinforcing is necessary, to prolong the period of use.

This is done before the magazine is used at all. The original cover is removed and a cover of heavy paper the exact size is fastened to the magazine with strips of double stitched cloth, or sewed through.

The original cover is then pasted on and dried. If the magazine is to be circulated the pocket or slip can then be pasted on in the usual way.

(3) *Books To Be Mended*

Early and careful mending greatly prolongs the usefulness of the book.

Mending

If the sewing of the book is firm, the stitches unbroken, it may be mended to good advantage.

Materials

Before beginning work, materials must be procured. These need not be expensive or elaborate.

(1) Mending cloth strips.

These are strips of white cambric, one inch wide, which may be bought accurately cut in packages of 30 yards.

The strips may be cut from material bought by the yard. It should be of fair quality cambric, cut very carefully and accurately. Using a ruler as a gauge, the material should be marked in inch spaces, lengthwise of the goods. Crease well and cut cleanly with sharp scissors, or cut along mark with sharp knife, using ruler as guide.

(2) Outing flannel for recasing.

Double faced outing flannel of thin, cheap quality may be used for this. Since the need for this type of mending does not occur frequently, one-half yard will be an ample supply.

(3) Art vellum for mending torn books.

It may sometimes be bought in assorted colors from the bindery in packages containing six colors, 3 yards, 4 inches wide, each, or by the yard.

(4) Bond paper.

Used for hinges for leaves and illustrations.

(5) Onion skin paper.

Used for mending tears.

These papers may be bought in sheets and cut as needed, or bought in strips ready cut in packages of 500 strips, 1 inch by 11 inches.

(6) Brushes.

One-half inch flat or oval brush with long handle for paste.

One-fourth inch brush for shellac.

(7) Paste.

A good paste may be made according to the following receipt:

One tablespoonful of alum.

One quart of water.

One-half pint of flour.

Mix the flour with a small quantity of water and stir into a cream; bring water to a boil; stir in the cream and cook for twenty minutes; dissolve the alum in the water and stir into the paste about three minutes before it is cooked; stir while cooking, strain and add twenty drops of oil of cloves.

"A substitute for flour is Spon-tem obtained from any paper hanger. To use: mix with hot water and let boil up. Keeps indefinitely if covered. Any paste will spoil if left open." *Wisconsin Bulletin, May,* 1918.

The library paste found in the schools has usually proved satisfactory.

A dry paste powder to be made into paste, as the need arises, may be obtained in a one-half pound carton making

two quarts of paste, or may be obtained by the pound from the paper hanger.

Other supplies to have on hand:

Bone paper folder.
Cheese cloth for paste work.
Eraser or kneaded rubber.
Old newspapers.
Scissors.
Tissue paper (white).
Japanese tissue for mending dictionaries.

Process of mending

All mending must be done very neatly, carefully and accurately. Before any work is begun, books should be examined for all defects and tears and loose pages should be repaired before hinges are put on.

Never use mucilage or glue in mending books which are to be rebound.

Cleaning

Pencil marks should be removed with soft eraser or kneaded rubber. Book covers may be cleaned with Ivory soap and water, or vinegar and water. If the latter is used, take two parts vinegar and one part water. Vinegar should not be used on leather bindings.

Tears

If the paper is soft and is torn with an edge, it may be mended in this way: Place a piece of tissue paper under the page, carefully match the print, put a little paste on each edge and rub the edge down gently. Cover with another piece of tissue paper. When thoroughly dry, tear away superfluous paper.

If there is no edge on the tear, cut a strip of onion skin paper, cover lightly with paste, taking care to wet as little as possible, and rub down gently.

For torn edges, cut a strip of very thin bond or onion skin paper, paste on leaf, smoothing out carefully all torn or crumpled

edges. Be careful that the added strip does not make the page wider than the others so that it protrudes.

Illustrations

In the ordinary book, the illustrations are merely pasted in and drop out quickly. The frontispiece usually pulls out the title page. If the illustrations are ordinary, such as are found in fiction, they are not worth the time required to put them back. Important illustrations, such as plates from bird and wild flower books, should be carefully reinserted.

Sometimes the illustration may be replaced by "tipping in." Place the loose leaf on a sheet of waste paper, then cover it with another piece of paper, leaving one-eighth of an inch of the inner or sewed margin exposed. Apply a very thin coat of paste to the margin and then carefully insert the leaf in its proper place in the book. Rub down carefully.

Many illustrations are on heavy coated paper and must be replaced by a paper hinge. Take a strip of paper one-half inch wide and of the same length as the leaf; carefully fold this strip down the center, apply a thin coat of paste to one side of the hinge thus formed and paste on to the inner or sewed margin of the leaf. When this has dried sufficiently, apply a very thin coat to the other half of the same side of the hinge and put the leaf in its proper place in the book. Push in as far as possible, rub down gently and firmly.

Joints

By joint is meant the hinge or strip by which the cover is attached to the body of a book. If the sewing is intact throughout the book, the first and last sections firm and the super strip loose, but not torn off, the book may be mended satisfactorily by adding a cloth hinge. The cloth hinge is used only between the cover and the fly leaves or first and last section, never *between pages.*

Before putting in strip, find the end of the first section, put a very little paste between last page of first section and first page of second, and rub page down well. Be careful that this pasting does not extend over more than one-eighth inch of the page.

Be sure that the title page is in place. This is often loose and must be tipped on the first section.

Placing the hinge or strip

Open book and place a closed book under the front cover. Cut the inch strip of white cambric (described under materials) a little shorter than the book. Fold through the center; paste lightly but thoroughly; apply one-half to the inside of the book cover and the other half to the fly leaf. With the bone paper folder, press well into the book. Wipe off all superfluous paste. Place a sheet of oiled paper between the sides of the hinge formed by the cambric, close the book, with the bone paper folder press the original crease between back and sides of book into place, and place under weight to dry. When dry, open very carefully, following directions given for opening new books.

Covering back

If the back is torn, paste down edges of tear very carefully. Cut a piece of art vellum two inches wider than the back of the book and one and one-half inches longer than the back of the book. Paste strip and place carefully on the back, getting center of strip in the center of the back. Turn in at the top and bottom, having edges exact with top and bottom of book. Press cloth into original crease and paste the vellum on the sides, rubbing down well. Replace author's name and title of book on the back in white ink letters. Coat lettering with shellac when dry.

Recasing books

This form of mending is not usually employed if book is to be rebound. It can only be used if the sewing is intact and the sections firm. It is used for a book when the super strip which holds it in the case is torn.

Take the book from the cover and tear off the old super from the back of the book and inside of the covers. Cut a strip of double-faced outing flannel an inch shorter than the book and three inches wider than the back of the book. Apply paste thickly to back of book, place center of cloth strip to middle of book. When partly dry, cover this in turn with paste.

Paste the cloth which extends at the sides to the fly leaves and then cover the whole fly leaf with paste. Before inserting the book in the covers, put paste on the sides where the old super was removed, then press the book into the cover and close.

Open at once and if the fly leaf does not cover the old end paper, slip it into place and down. If there is not an extra leaf to use for the end paper, add a sheet of good paper, neatly cut and pasted on.

Useful pamphlets on mending are Sawyer—How to care for books in the library, Democratic Printing Company, Madison, Wisconsin, and Brown and Stiles—Mending and repair of books, A.L.A. pub. bd., Chicago.

(4) *Books in good physical condition and of worth to the library*

MECHANICAL PREPARATION

REMOVING LABELS

If these books have labels on the back, which are half off or carelessly placed, they should be removed at this time. Place books of uniform size in groups on the table, back up, with book supports at each end of the group to hold them together closely.

Put pieces of very wet blotter on the labels. As soon as the labels are thoroughly moistened, remove them and dry the books gently with cheesecloth. Do not rub hard or scrape as this removes the sizing from the binding and makes it difficult to mark the book with white ink.

PLACING BOOK POCKET

See directions below.

7. *Mechanical Preparation of New Books*

When the books are received they are checked with the bill and with the order, to see that all have been received.

BUSINESS ENTRY

This information is useful in accessioning and in determining quickly the cost of a book. It includes the date of the bill, place where bought, and the price, written in pencil in the book, in the inner margin of the first right-hand page back of the title page.

This entry is made as neatly and compactly as possible, using abbreviations for date and source (place where bought) or donor's name if gift).

Opening

When working with the books, open each one carefully according to directions on page 35.

Stamping

The library stamp should be in small, clear type; it is usually in two lines, e.g.

Public School Library
Argyle, Minn.

The books are stamped on the title page, in the upper right-hand corner, and on the 51st or 101st page. The stamp is placed squarely, taking care not to blur.

Bills

Bills should be filed with the clerk of the school board. If state library aid is asked for, the receipted order must be sent to the county superintendent.

8. *Placing the Book Pocket*

The book pocket is a part of the charging system described on page 68.

The simplest form is the manila book pocket strip which is held in place by pasting the diagonal edges to the book. In ordering a statement should be made as to whether the strip will be used in the front or the back of the book.

Open end pockets are most commonly used. These should be printed with the name of the library, at the bottom of the pocket, leaving the top free for other information. Pockets should be accurately folded, the flaps around the back.

Position of book pocket

Since in many libraries a book plate or a slip giving the rules of the library is pasted on the inside of the front cover of the book, the book pocket is usually put on the inside of the back cover.

The edges of the pocket and the flaps are carefully pasted, taking care that no paste gets under the flaps. The pocket is placed squarely, in the same relative position in each book, one inch from the bottom. It is rubbed down well with clean cloth, and all superfluous paste wiped off.

Sealed pockets are obtainable and save much time in book preparation.

9. *Classification*

Classification is the putting together of like objects or facts under a common designation—Standard dictionary.

Library classification is for the purpose of bringing books that are on the same subject together on the shelves.

A school library should be classified by a standard system, because a library classified by an original system cannot readily be used by anyone except the originator, and the school personnel changes frequently. By the use of a standard system, the library is brought into harmony with other library work, is intelligible to anyone who has ever used a library and pupils who become familiar with the classification of a school library can use a public library with ease.

All the material in the library should be classified, whether books, bulletins or pamphlets.

Many books for younger children are in story form, but if a book gives real information on any subject it should be given the class number for the subject.

Conforming to public library classification.

While the decimal classification is the most generally used and understood by library workers, many public libraries use it in adapted form. It is desirable that the school library should use the same form as the public library in the town, that students and teachers may go from one to the other easily.

The library classification scheme in most common use in public and school libraries is the Dewey Decimal classification, named from its author, Mr. Melvil Dewey, Director of the New York State library, 1889-1904, and founder of the New York State Library school.

PLAN (ADAPTED FROM DEWEY—ABRIDGED DECIMAL CLASSIFICATION 2D ED., 1912)

"In this classification the field of knowledge is divided into nine main classes, numbered 1 to 9. Cyclopedias, and other books so general in character as to belong to no one of these classes are marked 0 and form a tenth class. Each class is similarly separated into nine divisions, general works belonging to no division, having 0 in place of the division number.

"Divisions are similarly divided into nine sections.

"Where 0 occurs in the class number, it has its normal zero value. Thus a book numbered 510 is class 5, division 1, but belongs to no section, i.e., it treats of the division mathematics in general and is limited to no one section; whereas Geometry, which is so limited, is marked 513.

"500 indicates a treatise on science in general, limited to no division."

Notation

Arabic numerals are used for notation. The class numbers or symbols have been compared to shorthand. In a system of shorthand each character has a meaning which must be learned, so in classification, each number has a meaning which may be learned and which is only to be used to mark a book having the same meaning.

Characters to modify the class numbers are used for special designations.

To facilitate arrangement on separate shelves, the class number for reference books is preceded by R. and the number for grade books is preceded by j or y.

Every large school should have a copy of Dewey—Abridged Decimal Classification (Forest Press, Lake Placid, N.Y.) for use in connection with the school library lists.

An abridgment for school libraries was suggested by Miss Cornelia Marvin in the Oregon List of books for school libraries, 1907. This abridgment, with some additions, has been used in the Minnesota School Library lists, and in the Minnesota school libraries.

The changes made in the Abridged classification to adapt it for school use are chiefly in the use of general numbers (3d summary) rather than specific numbers, e.g., 320 for all books on government, including the books on Administration of government.

The class 400 is often omitted in school libraries. The study of language in school is so closely allied to literature that all the books may properly be placed in the literature numbers.

In 630 Agriculture and 640 Home Economics, newer groupings of the topics are suggested.

920 is used for all Collective biography and 921 for all Individual biography.

Dewey Decimal Classification

Abridgment for small schools

The ten classes showing the relation of the subjects and some of the sub-divisions used:

R General reference
000 General works
028 Easy reading books
100 Philosophy
150 Psychology
170 Ethics
200 Religion
220 Bible stories
290 Mythology
300 Sociology
320 Government
330 Economics
370 Education
380 Commerce
398 Fairy stories and legends
500 Science
510 Mathematics
520 Astronomy
530 Physics
540 Chemistry
550 Geology, Physical geography
570 Biology
571 Primitive life
580 Botany
590 Zoology
600 Useful arts
607 Vocational guidance
612 Hygiene
630 Agriculture
630.1 Country life
640 Household economics
650 Business
680 Manual training
700 Fine arts
740 Drawing
780 Music
790 Sports
793 Indoor amusements
800 Literature
807 Study and teaching
808 Composition, rhetoric
808.5 Debating
808.8 Readers and speakers
810 English and American
811 Poetry
811.8 Poetry — collections
812 Drama
814 Essays and prose miscellany
814.8 Essays — collections
815 Orations—collections
830 German
839 Scandinavian
840 French
870 Greek and Latin
900 Travel, Biography, History
910-917 Travel
920 Biography—collective
921 Biography—individual
930 Ancient history
940 General and modern
942 English history
973 American history
Fiction—No number. Arranged alphabetically by author.

This scheme is sufficiently detailed for rural and small village school libraries.

Larger schools, with many books in the school libraries, will need the more detailed scheme for some or all classes. The number of books in a class (on a particular subject) or likely to be added, will determine the extent to which the classification will be carried.

Schools with large collections of books on Pedagogy for Teachers' training departments, Agriculture, Home economics, English and American literature or American history, will find all or part of the larger scheme useful.

Abridgment for larger schools

The ten classes showing the relation of the subjects and some of the subdivisions used

000 General
- 020 Library economy.
- 029 Reference aids.
- 030 General encyclopedias.

100 Philosophy
- 150 Psychology.
- 170 Ethics.

200 Religion
- 220 Bible stories.
- 290 Mythology.

300 Sociology
- 320 Government.
- 330 Economics.
- 370 Education—General works.
  - 370.15 Educational Psychology.
  - 370.9 History of education.
- 371 Principles and practice of teaching.
  - 371.1 Teachers. Salaries. Certificates. Pensions.
  - 371.2 School organization and administration.
  - 371.3 Methods of instruction.
  - 371.5 Government and discipline.
  - 371.6 School buildings and equipment. Grounds.
  - 371.7 School hygiene.
  - 371.73-4 Gymnastics. Play. Recreation.
  - 371.9 Education of special classes.

372 Elementary education. Story telling.
372.1 Child study.
372.2 Kindergarten.
372.8 Collection of stories to tell.
373 Secondary schools.
374 Self-education. Extension teaching.
374.71 Home and school. Use of school buildings.
375 Curriculum.
375.4 Spelling.
375.43 Foreign languages.
375.5 Nature study. Science.
375.51 Mathematics.
375.61 Physiology and hygiene.
375.62 Industrial education. Clubs.
375.63 Agriculture. School gardens.
375.64 Home economics.
375.7 Art. Music.
375.8 Reading. English.
375.9 History and civics.
375.91 Geography.
377 Religious, ethical instruction.
378 Colleges and universities.
379 Relation of state.
379.19 Rural schools.
380 Commerce. Commercial geography.
500 Science
510 Mathematics.
520 Astronomy.
530 Physics.
540 Chemistry.
550 Geology.
551 Physical geography.
570 Biology.
571 Primitive life.
590 Zoology.
600 Useful arts
607 Vocational guidance.
608 Inventions
620 Engineering
630 Agriculture.
630.1 Country life.

630.13 Agricultural economics.
630.2 Farm management.
630.3 Dictionaries of agriculture.
630.4 Essays. Addresses.
631 Soils.
632 Plant husbandry.
633 Field crops.
633.1 Cereal crops.
633.2 Forage crops.
634 Horticulture.
635 Forestry.
636 Animal husbandry.
637 Dairy farming.
638 Other agricultural industries.
640 Home economics.
641 Food. Nutrition.
643 House planning.
646 Textiles and clothing.
647 Home management.
648 Care of the sick.
650 Business. Communication. Transportation.
680 Manual training. Shop work.

700 Fine arts
720 Architecture.
730 Sculpture.
740 Drawing. Design.
741 Mechanical drawing.
750 Painting.
770 Photography.
780 Music.
790 Outdoor amusements. Sports.
793 Indoor amusements: plays for acting.

800 Literature
807 Study and teaching.
807.1 Poetry.
807.2 Drama.
807.3 Fiction. Short story.
808 Composition. Rhetoric. Collections.
808.1 Poetry
808.2 Drama

808.3 Cyclopedias of quotations.
808.4 Prose.
808.5 Debating.
808.8 Readers and speakers.
810 American literature. American and English.
810.8 Collections: Illustrative—prose and poetry.
810.9 Criticism.
811 American poetry.
811.8 Collections.
812 American drama.
814 American essays and prose miscellany.
815 American orations.
820 English literature.
820.8 Collections: Illustrative—prose and poetry.
820.9 Criticism.
821 English poetry.
821.8 Collections.
822 English drama.
822.3 Shakespeare—including works, criticism, etc.
822.8 Collections.
824 English essays and prose miscellany.
825 English orations.
830 German.
839 Scandinavian.
840 French.
870 Greek and Latin.
900 Travel. Biography. History.
910 Geography and travel.
910.1 Industries.
910.9 Exploration and discovery.
912 Atlases.
914 Travel—Europe.
915 Travel—Asia.
916 Travel—Africa.
917 Travel—North America, Central America, West Indies.
918 Travel—South America.
919 Travel—Australia and the islands. Arctic regions.
920 Biography—Collective.
921 Biography—Individual.

930 Ancient history.
940 General European and modern.
940.2 Modern Europe.
940.3 World war.
940.5 Later 20th century.
970 Indian life and history.
973 American history.
973.1 Discovery.
973.2 Colonial.
973.3 Revolution.
973.4 Constitutional period.
973.5 War of 1812.
973.6 War with Mexico.
973.7 Civil War.
974 New England.
975 Southeastern.
976 South Central or Gulf.
977 North Central or Lake.
978 Western or Mountain.
979 Pacific.
980 South America.
990 Oceanica. Polar regions.

Special Classification Scheme

Agriculture

Where classification of agriculture bulletins is desired, the following scheme will be useful. It will be noted that the numbers correspond to the classification used for books of Agriculture in "Library books for High schools" (U.S. Bur. of education Bulletin 1917 no. 41) but are more extended.

Classification for Agriculture Literature
by Mrs. F. H. Ridgway,
Berea College Library, Berea, Kentucky
Library Journal O, 1913

630 Agriculture.

.1, Rural sociology; .11, Statistics; .13, Agricultural economics; .131, Labor; .134, Co-operation; .136, Finance;

.138, Production· .14, Agricultural legislation; .18, Transportation; .19, Country life; .191, Farm home; .192, Farm women; .193, Farm boys and girls.
.2, Farm management; .22, Organization and equipment of farm; 221; Farmstead, Fields, etc.; .222, Farmhouse, Outbuildings, Fences (See also 728); .223, Farm machinery and implements; .23 Administration of farm; .231, Farm accounting.
.3, Dictionaries. Cyclopedias.
.4, Essays. Addresses. Popular literature about agriculture and country life.
.5, Periodicals.
.6, Societies. Proceedings, etc.
.7, Study and teaching; .71 Elementary schools; .72, Secondary schools; .73, Colleges and universities; .74, Extension work; .75, Schools and experiment stations;
.76, Institutes, Summer schools; .78 Fairs, Exhibits.
.8, Applied sciences; .83, Agricultural physics; .84 Agricultural chemistry.
.9, History. Travel and description.

631 Soils.
.1 Physics.
.2 Chemistry.
.3 Tillage.
.4 Crop rotation.
.5 Fertilizers.
.6 Reclamation.
.7 Drainage.
.8 Irrigation.
.9 Special areas.
.91 Dry farming.
.92 Irrigation farming.
.93 Mountain farming.

632 Plant husbandry.
.03, Dictionaries. Cyclopedias; .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History.
.1 Seeds and germination.
2 Planting and transplanting.
.3 Training, pruning.

.4 Breeding.
.5 Pests and diseases.
.51 Pests.
.511 Animals (also beneficial).
.512 Plant.
.52 Diseases.
.521 Parasitic.
.522 Non-parasitic.
.6 Protection from frost, drought, etc.
.7 Harvesting. Curing. Storing.
.8 Marketing. Exhibiting.

633 Field crops.

.01, General culture and care; .011, Seeds, Germination; .012, Planting; .014, Breeding; .015, Pests and diseases; .016, Protection; .017, Harvesting; .018, Marketing; .03, Cyclopedias; .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History.

.1 Cereal crops.

(May arrange cereals in alphabetical order. Same arrangement may be made for other crops, for vegetables, fruits, etc., and for breeds of horses, etc.)

.2 Forage crops.
.21 Grasses.
.22 Legumes.
.3 Root crops.
.4 Sugar plants.
.5 Textile plants.
.6 Alkaloidal plants.
.7 Other.

634 Horticulture.

.01, General culture and care; .011, Seeds. Germination; .012, Planting; .013 Pruning; .014, Breeding; .015, Pests and diseases; .016, Protection; .017, Harvesting; .018, Marketing; .03, Cyclopedias. .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History.

.1 Vegetables.
.11 Edible roots.

.12 Edible stems.
.13 Edible leaves.
.14 Edible flowers.
.15 Edible fruits.
.16 Edible seeds.
.17 Edible fungi.
.2 Fruits.
.21 Pomaceous.
.22 Drupaceous.
.23 Citrus.
.24 Small fruits.
.25 Grapes.
.26 Nuts.
.3 Floriculture.
.31 Greenhouses. Conservatories.
.32 Hotbeds. Coldframes. House plants.
.33 Outdoor floriculture.
.34 Bulbous and tuberous plants.
.35 Cut flowers.
.36 Annuals.
.37 Other flowering plants.
.38 Non-flowering plants.
.39. Trees and shrubs.

635 Forestry.
.03, Cyclopedias; .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History. Travel and description.

.1 Silviculture.
.2 Forest protection and preservation.
.21 Pests and diseases.
.3 Forest economics.
.31 Forest policy.
.311 Forest reserves.
.5 Forest influences.
.6 Management.
.61 Mensuration.
.62 Engineering.
.63 Administration.
.8 Utilization.
.81 Lumbering.

636 Animal husbandry.
.003, Cyclopedias; .005, Periodicals; .006, Societies; .007, Study and teaching; .009, History. Travel and description; .01, Breeds; .02, Feeds and feedings; .03, Care and housing; .04, Breeding; .05, Pests and diseases (See also 619); .08, Exhibiting. Judging.

.1 Horses.
.11 Breeds.
.111 Light horses.
.112 Draft horses.
.113 Ponies.
.13 Feeding and care.
.14 Breeding.
.15 Diseases.
.18 Exhibiting. Judging.
.19 Asses. Mules.
.2 Cattle.
.21 Breeds.
.211 Beef breeds.
.212 Dairy breeds.
.213 Dual purpose breeds.
.23 Feeding and care.
.24 Breeding.
.25 Diseases.
.28 Exhibiting.
.3 Sheep.
.31 Breeds.
.33 Feeding and care.
.34 Breeding.
.35 Diseases.
.39 Coats.
.4 Swine.
.41 Breeds.
.43 Feeding and care.
.44 Breeding.
.45 Diseases.
.5 Poultry.
.51 Breeds.
.53 Feeding and care.
.54 Breeding.
.55 Diseases.
.56 Chickens.
.57 Ducks.
.58 Turkeys.
.59 Other.
.6 Birds.
.7 Dogs.
.8 Cats.
.9 Other.

637 Dairy farming.
.03, Cyclopedias; .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History.

.1 Milk.
.2 Butter.
.3 Cheese.

638 Other agricultural industries.

.1 Bee culture.
.2 Silkworm culture.
.3 Fish culture.
.4 Trapping.

639 U.S., state, and foreign government documents.

How to classify

To classify successfully, a very careful study must be made of the classification tables to get an understanding of the relation of subjects and the significance of the numbers.

Classification is based on subject-matter; therefore, the book to be classified must be carefully examined to find out what it is about, as the title does not always indicate the subject. Table of contents must be studied, the introduction and at least part of the book read, before the subject can be fully determined. If there is an apparent choice of numbers the book is placed where it will be most useful.

A course in classification in a library training class is indispensable to good work. Those unable to have such a course should follow closely the classification given in the Standard, Classified library lists for schools, for the titles given there, and get advice of a trained librarian for the others. Otherwise, confusion will ensue.

Classifying by means of a classified school library list.

Through the index at the back, the page on which the book is listed may be found. On turning to this page it will be noticed that a number of books are grouped alphabetically by author under a class number. The number printed at the head of the division is the classification number for every book in that division, thus all books listed under 290 Mythology would be marked 290, those figures being the symbol for the subject Mythology, and indicate its position on the shelves.

Fiction is not usually classified, but is arranged on the shelves alphabetically by author's name.

Children's books or grade books are classified in the same way as adult or high school books, that is, by subject-matter, even though the story form is used. As a convenience in arranging on separate shelves the character (y or j) is placed before the class number for the grade books and (Y or J) for grade fiction.

No numbers should be used that are not found in the School library lists or in the Abridged decimal classification.

Book numbers (also called Author number)

In order to arrange the books alphabetically in each class,

some libraries add below the classification number, a designation made from the author's surname.

The first letter is sufficient for small collections. When exact arrangement is desired the Cutter alphabetic table may be used. From this, numbers are obtained to follow each author's initial and make strict alphabetical arrangement possible.

Book numbers for individual biography

An exception to the rule of assigning book numbers from the author's name is made in Class 921—Individual biography. Here the book numbers are assigned from the name of the person written about, the reason being that it is more useful to have all the biographies of a person grouped than to have them scattered according to author's name.

Book numbers for Shakespeare

Many schools have a large collection of Shakespeare's works, including collected works, individual plays, biography and criticism. To each book the number 822.3 is assigned and the group is arranged by use of the following book number scheme:

Shakespeare scheme—Book numbers:

A1	Collected works	M4	Merchant of Venice
A2	All's well that ends well	M5	Merry wives of Windsor
A3	Antony & Cleopatra	M6	Midsummer night's dream
A4	As you like it	M7	Much ado about nothing
C2	Comedy of errors	O2	Othello
C3	Coriolanus	P2	Pericles
C4	Cymbeline	P3	Poems, including Sonnets
H2	Hamlet	R2	Richard II
H4	Henry IV	R3	Richard III
H5	Henry V	R4	Romeo and Juliet
H6	Henry VI	T2	Taming of the shrew
H8	Henry VIII	T3	Tempest
J2	Julius Caesar	T4	Timon of Athens
K2	King John	T5	Troilus & Cressida
K3	King Lear	T7	Twelfth night
L2	Love's labor lost	T8	Two gentlemen of Verona
M2	Macbeth	W2	Winter's tale
M3	Measure for measure		

X plus author's initials for books about Shakespeare; biography, criticism, etc.

Y plus initial for editor or compiler for concordances, dictionaries, etc.

Thus the number for As you like it would be 822.3; for Raleigh-Shakespeare 822.3 A4
XR

Book numbers for fiction

Fiction is arranged on the shelves, alphabetically by author's name. Since the author's name is on the back, no marking is necessary. If however, some marking is preferred, the initial letter of the author's surname should be sufficient. Where exact arrangement is desired, the book is marked with numbers taken from the Cutter 2 figure alphabetic order table.

Mechanical side of classification

When classifying, slips of paper are marked with the number and the slip placed in book so that number shows. It is left in book until it has been marked and is ready for the shelf.

Classification marks in book

The classification number is printed in pencil in the book, in the upper left-hand corner of the first recto (right hand page) back of the title page. It is also printed on the upper left-hand corner of the pocket and the left-hand side of the book card, on the third line. The latter marking should be ink, and it is more convenient to do it at the time the accessioning is done.

As the books are classified, they should be grouped by class on the shelf and accessioned in order.

10. *Accession Record*

This is an important business record, particularly when there is changing and inexperienced service in the library.

Trained librarians find it possible to combine this record with others.

Suggestions as to a substitute may be found on p. 73.

The accession book is a chronological list of books added to the library.

It should show at a glance how many books the library has ever had, what they cost and whether they have been withdrawn and why. It identifies each book and provides an inventory record for the library. All *bound* books belonging to the library should be entered in it. It should never be kept in the same book with the charging record.

Accession book

A standard accession book only should be used. For schools, the Simplified accession book answers the purpose, and is the least expensive. Loose leaf accession books, for typewriter use may be obtained. They are preferred by the more experienced workers, who find no difficulty in keeping the sheets in proper sequence.

Work of accessioning

Accessioning must be done neatly, accurately and in a business-like way. Good ink should be used, the writing must be clear and neat and the spelling exact.

In accessioning an old library, the books are grouped together by class before beginning the work. All the volumes in a set are brought together before any one is entered. This is a saving of time as ditto marks can be made for the author, title and publisher. Sets with first volume missing should not be entered.

Directions

The standard rules for accessioning are given in the Introduction to the Accession book. These should be carefully studied before the work is begun and followed exactly.

A few of the rules should be especially emphasized.

No group of information should run beyond the space allotted to it.

Enter only one book to a line, whether a single book or a volume in a set.

Do not use an accession number a second time. If the book is lost or withdrawn, make note in withdrawal or notes column, but do not erase entry.

Do not accession books in bad conditions, unbound pamphlets, government or state documents unless they are classified as part of the library.

The columns are filled as follows: (See p. 63-4)

DATE OF BILL

This information is given by the business entry in new books; see page 42.

AUTHOR

Use real author's name, if author's name is known, surname only. When two authors, both surnames connected by "&." For collections, use editor's name.

TITLE

Brief but distinctive.

PUBLISHER

First name in a firm, e. g.: Houghton, for Houghton, Mifflin co.

When the name is a phrase; abbreviated as A. L. A. pub. for A. L. A. publishing board.

YEAR

The title page date or copyright.

SOURCE

Name of firm from whom the book was bought. Give in abbreviated form.

COST

Cost to the library.

ADDED BY GIFT

Check mark is made in this column if book was obtained in this way.

ADDED BY BINDING

This column used only when pamphlet or volume of magazines has been bound and then accessioned.

VOLUME

Used only when book is in more than one volume, or duplicate copies of the same book are added to the library. In the latter case Cop. 2, etc., is given.

CLASS

Call number is given in this column, thus connecting accession record with the shelves and the shelf list.

WITHDRAWN

When book is lost, destroyed or discarded, entry is made in withdrawal column, giving date and cause.

COST

Cost is never omitted when obtainable, but can rarely be given in accessioning an old library.

ACCESSION NUMBER IN BOOK

In doing the work, the book to be accessioned is opened to the title page, and the information given there used, not that on the back of the book. Care must be taken to get the real author's name and to distinguish between title and series. In shortening the title, the distinctive part should be retained so that it represents this book and no other.

The person writing in the Accession book should complete the entry there and put the accession number (the number of the line on which it was entered) in ink, in the book, in the lower margin of the first recto (right-hand page) back of the title page. The accession number should also be printed on the book pocket in the upper right-hand corner, and on the book card, on the third line, right side. It is also placed on the shelf list card.

11. *Writing the Book Card*

At the time of accessioning, the book card is written, using the same form for author's name, and title, as given in the

Date of Bill	Number	AUTHOR	TITLE
2 Mr'14	01	Mother Goose	Mother Goose's melodies, ed by Wheeler
	02	Lucia	Peter and Polly in summer
4 S'15	03	"	Peter and Polly in winter
	04	Stevenson	Children's classics in dramatic form
	05	"	"
	06	Otis, pseud	Toby Tyler
	07	Wyss	Swiss family Robinson; ed by Stickney
	08	"	
	09	Moses	Louisa May Alcott
	10	Wiggin & Smith ed	Golden numbers
	11		Boy mechanic
	12	Homer	Odyssey: tr by Palmer
	13		
	14		
	15		
	16		
	17		
	18		
	19		
	20		
	21		
	22		
	23		
	24		
	25		

Accession book. The information is usually placed in the following order:

First line: Author's surname.

Second line: Brief title.

PUBLISHER	Year	SOURCE	Cost	Added by Gift	Added by Binding	Vol.	Class	Withdrawn Date	Withdrawn Cause	NOTES
							028 M 1			
Houghton	c1898	St	1 00					2 My '15	Worn out	
Amer bk.	1914	"	28				028 L 1			
"	"	"	28				028 L 2			
Houghton	c1911	McC	26			1	793 St			
"	"	"	34			3	793 St			
Harper		"	38				Ot Y			
Ginn		St	36			cop 1	W W			
"		"	36			cop 2	W			
Appleton	c1901	"	94				921 Al			
Doubleday	1907	"	1 45				818 W			
Pop. mech	1914	"	1 15				680 B			
Houghton	c1891	"	75				870 H			

Third line, left side: Class number.

Third line, right side: Accession number.

For sample see page 70.

In some libraries the class number and accession number are placed at the top of the card above the author and title.

930
M

HUNC LIBRUM

Edmundo Wyatt Edgell

OB INSIGNEM

INTER CASTRA ITINERA OTIA NEGOTIA LITTERARUM

AMOREM OLIM DEDICATUM

NUNC MEMORIAE EJUSDEM CARISSIMI

AMICI APUD ULUNDI OCCISI

CONSECRAT AUCTOR

9M°16 M^e 42

146

Marks placed on first recto or right hand page back of the title page: upper left corner, call number; inner margin, business entry; lower margin, accession number.

As the books are accessioned they are transferred to another table to be marked. Care is necessary to prevent mixing the books and accessioning one the second time.

If erasures in the Accession book are necessary, they are made with a sharp steel eraser and the erased spot well rubbed down with the hard end before another entry is attempted.

12. *Marking*

The classification process is not complete until the books are marked on the back with the call number. Each book is marked in the same relative position, two inches from the bottom. Plain print figures are used, making all of uniform size, not too large but clear enough to be readily seen.

Labels vs. white ink

The objections to labels are: It takes as much time to put on a label as it does to mark directly on the book, and the marking must be done in addition; the labels come off easily and must be replaced constantly.

The advantage of labels is that they are easier to print on than the book cloth, especially when it is soiled, and if poor marking has been done, it may be more easily remedied than when placed directly on the book.

If labels are used, the book must be carefully prepared. A guide card is cut with a hole the exact size of the label, at the height it should be placed on the book. The guide is placed over the book and the sizing is removed with ammonia. The label is then put on and rubbed down very carefully. Each label is placed in the same relative position—two inches from the bottom of the book. Round labels are usually used, and those of cloth are preferred. Those with colored edges should never be used.

White ink marking

Many librarians mark directly on the book, using white *marking* ink for dark books and India ink for very light ones. Special *marking* ink should be used, not writing ink, which is too thin.

The chief difficulty in marking with white ink comes from the ink clogging on the point of the pen. This may be obviated by working with two pens, keeping one in water when not in use. The ink should be well shaken before beginning work and should

be thick enough to make a clear mark the first time. Water may be added to thin, when needed. If faint, the marking may be traced over, but the effect is not so good. If a mistake is made, the mark may be wiped off with a damp cloth.

If the books are very soiled, the place to be marked is first cleaned with benzine.

If labels have been taken off, the book must sometimes be shellacked and thoroughly dried before marking.

On leather back books the place to be marked must first be shellacked.

Marking

The writer sits at right angles to the work. A short, thick penholder is used and is held between the first and second fingers. Placing the book with front cover on the edge of the table, the book is supported by the left hand, while being marked. A guide card is used to insure uniformity of position of the marks on the books. A square is cut in the guide card large enough for the number. The guide card is used for each book, placing it even with the bottom. The call number is blocked at the left side—that is, the first letter of the book number placed directly under the first figure of the class number.

Library or conventional figures are used. See page 94.

Varnishing

After the marking is dry the number is lightly coated with thin white shellac, to prevent its rubbing off, or the entire back may be coated. If more convenient, this can be done after the books are returned to the shelves.

13. *Arrangement*

Books are arranged on the shelves by classes in numerical order, running from left to right down the tier. In each class they are arranged alphabetically by author's name.

Fiction which is not usually given a number, but only marked with author's initial, may be shelved before the 800's or at the end. It is arranged alphabetically by author's name.

If the public library is housed with the school library, the public library fiction is arranged on separate shelves, not with the

high school fiction. It is usually placed near the entrance most used by the public library patrons.

In public libraries what is known as the "ribbon" arrangement of fiction is sometimes used. The fiction is placed on the top shelf, running around the room, with the classed books arranged in regular order below.

Grade books are kept in separate tiers of shelves. Here the numerical order is sometimes changed to place the books in y028 First reading, y290 Mythology and y398 Fairy stories, which are read by the smaller children, on the lowest shelves.

Reference books: i.e. those to be consulted for specific points of information, often in sets, such as encyclopedias, are placed on separate shelves; the handbooks and books of general information are usually kept near the librarian's desk.

Reserve books

Books assigned by a teacher for special use of a class for a limited time are placed on special shelves during that period and their use is restricted to pupils in that class.

Shelves near the librarian's desk are commonly used, for purposes of supervision. The shelf is marked with the subject and course designations, e.g. English II. A complete list is posted near the shelf or kept in the librarian's desk in a folder. Each book has a temporary book card of unusual color marked Reserve in large letters, or a temporary date slip marked similarly is pasted in the book. These books may not be taken from the room, except for overnight, i.e., from hour of closing school in the afternoon until hour of opening next morning. When the time of special use is over, the books are returned to their regular place on the shelves.

Pamphlets are filed in a vertical file or in pamphlet boxes. If in boxes, they are classified and arranged on the shelves with the books on the same subject. Suggestions as to treatment of pamphlets will be found on p. 72.

When organizing, one-fourth of the space on each shelf is left to allow for growth. If shelves are filled full at the beginning, it soon becomes necessary to shift books and makes much unnecessary work.

A book support should be supplied for each shelf to keep the books upright on the shelves. This is a great saving of wear on

the books. All books should be placed flush with the edge of the shelf. Neat shelves add very greatly to the attractiveness of the room.

14. *Shelf Marking*

As an aid to finding books quickly, each shelf is marked with number of the class and the subject: e.g., 320 Government.

A label is made for every class in which there are books, and where there are several shelves of the same class each is marked.

The simplest form of shelf marker is made of a strip of white Bristol board or catalog card, a little narrower than the shelf. The number and subject of the class are printed with rubber type or by hand, and it is fastened to the shelf edge with small upholstery tacks.

Shelf label holders may be bought and tacked to the shelf edge. Other holders of olive Japanned tin fit over the shelf. These are convenient because they can easily be moved. In ordering, the thickness of the shelf must always be given. Many librarians used gummed letters and figures, placing them directly on the shelf edge.

CLASSIFICATION OUTLINE

This is neatly printed or typed and posted near the shelves as an aid in finding books. A chart of the classification and one describing the catalog is available.

15. *Checking the School Lists*

If the books are classified according to a school library list, the list itself will serve very well as an index to the library. Checking the classed part will show what books the library has on a subject and in a list, giving grades, for what pupils they are suited. This gives not only an index to the library, but is an aid in selection of books.

Checking the author and title index gives additional help in finding books. A checked school list is more useful than a hastily compiled card index made by someone who has not been trained for this work.

16. *Charging System*

If the library is conducted in a business-like way, any book belonging to the library may be located quickly. If it is in the

library it should be found on the shelf in its proper class number, if it is out, there should be a record showing to whom loaned and when it is due. This record is called the Charging record.

For school libraries, a charging system must be used that is simple, speedy, reliable but flexible.

Book charging system

This is the simplest form and is commonly used in country schools. It is best for this purpose, when teachers are not trained to prepare and use the card system. A book may be bought for this purpose or a blank book ruled.

The charging record is never kept in the accession book.

The information a charging book should give is as follows: Title of book; To whom loaned; Date loaned; Date returned; Condition, or Fines.

Card charging system

This system is installed as soon as there is a Teacher-librarian or Librarian.

Some schools use slips for the charging of books, making out one each time a book goes out. This method takes more time than making the book card once for all.

An adaptation of what is known as the Newark charging system is commonly used in schools. The essentials are: (1) the book pocket pasted in the book; (2) the book card; (3) the dating slip, and (4) the charging tray with date guides.

1. The book pocket should bear the name of the school library stamped or printed upon it at the bottom. At the top (left side) the call number should be printed and the accession number at the right.

2. The book card represents the book in the library, when the book itself has been borrowed. The author's name, brief title, call number and accession number are written or typed upon it in the order shown on page 61.

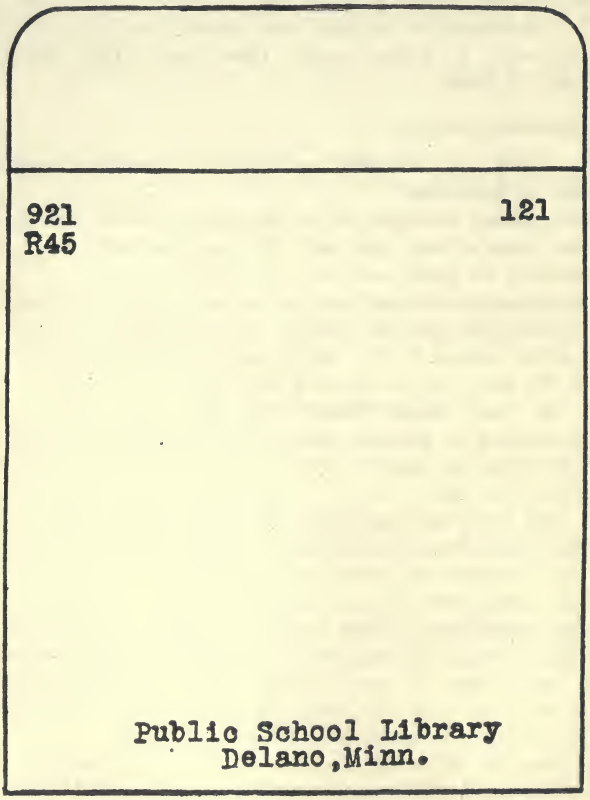
The information is given briefly, but must so represent the book that it cannot be mistaken for any other. Title should be exact, and volume or copy number may be added if desired. When the book is on the shelf, the book card is in the book pocket. When it is out, it is in the charging tray.

3. The date slip is used to show the borrower when the book must be returned. This may be a slip of paper pasted on the fly

leaf opposite the book pocket or a slip the size of a book card put in the book pocket when the book card is taken out. In either case the date the book is due is stamped on the dating slip with a rubber stamp.

Process of charging books for home reading

The book card is taken from the book pocket and on it is written the name of the borrower and the date due. This date is also written or stamped on the date slip, as a guide to the borrower in the return of the book. If the date slip is loose it is slipped into the book pocket.



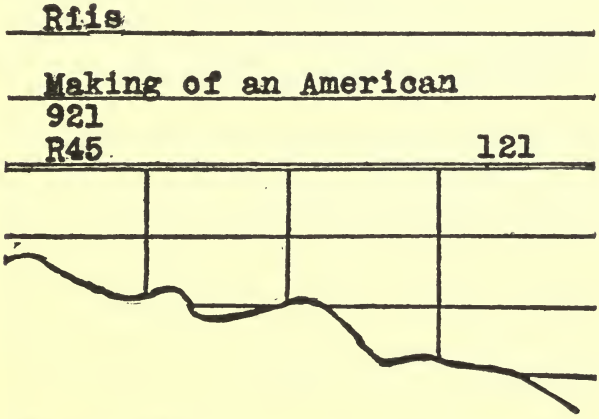
Charging reserve books

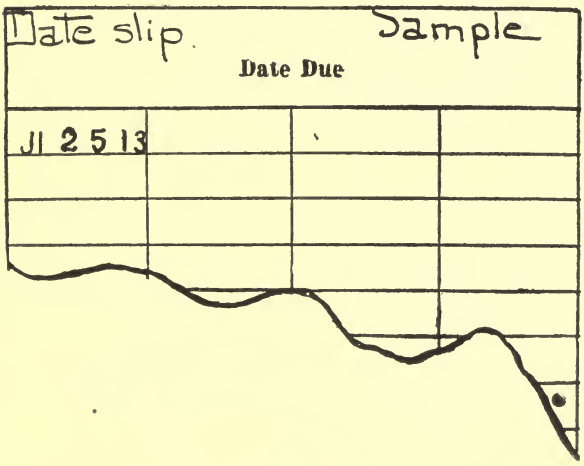
In loaning books for over night, the book card is taken out and a slip marked Reserve and date due placed in book pocket.

Colored time cards

The following account of the charging system of the Girls' High School, Brooklyn, is quoted from Ward.—The High School Library.

Book Card





"The essentials are the book card and time cards of three colors, brown, pink and blue, which are employed according to whether a book is lent for a study period, for overnight, or for two weeks, and which bear printed information to that effect. In charging books for over night or for a single study period the reader's name and room number are entered upon the book card, and a pink or brown time card is slipped into the book pocket. No dating is done. If the book is needed for two or more study periods the librarian writes '5th' or '6th' on the brown card before slipping it into the pocket. When a book goes out for two weeks, the date due is added to a blue time card and to the book card. Circulation is counted each period."

Class-room collections

Books loaned in sets to teachers for class-room use should be charged as a collection to the teacher, who in turn will assume responsibility for the charging to individual students if any books are taken out. For this reason, a book card must be left in the book when it goes to the class-room. A duplicate card is made for each book and kept in the library, the whole group of cards being kept together as a charge against the teacher. The books are returned as a group, at which time the count of circulation is made from the record on the cards.

Books sent to bindery

In preparation of books for the binder, the book cards are taken out and the date sent and the name of the binder written upon them. They are filed in the charging tray in front of guide card marked "Bindery."

Pictures

In charging pictures, they are given to the borrower in an envelope or folder, large enough to take them without folding. A charging slip is made giving subject of pictures, number, name of borrower and date due. A slip bearing the date they are due is attached to the folder.

Pamphlets

Those in covers heavy enough to carry a book pocket are treated like a book.

They are usually loaned for a shorter period than a book, but demand will determine this.

Very thin pamphlets or leaflets are treated as pictures, described above.

Time limit

The length of time for which a book is loaned depends upon local needs. Reserve books are not loaned for a longer period than over night, or from Friday to Monday.

The usual period for books of home reading is two weeks.

Teachers are allowed to borrow books for class room use for an unlimited period, subject to recall of any book if it is greatly needed.

Every library should have rules regulating the length of time a book may be kept, and the rules should be printed in the handbook of the library, on the book plate, or framed and hung in the library.

The following rules are suggestive:

Rules for borrowers

Any pupil is entitled to draw books by making application to the librarian. Any resident of the district may borrow books not needed in school work.

Books may be retained two weeks, and may be renewed once for the same period, unless reserved for another borrower.

Suitable fines (not more than one cent a day, or five cents a week), should be paid for books kept over time, and for loss or injury of books beyond reasonable wear.

No books may be taken from the library by *any person* without being charged.

Routine of charging

Since the time when books must be charged is the time when the librarian is busy assisting students to find books, the students should be taught to do the charging of their own books; that is, write their name on the book card and the date due, on the book card and on the date slip, and deposit the cards in a box.

Borrowers' cards

In the charging system here described no record is shown of what books any student has drawn. Where this information is desired a borrower's card must be used.

In the Newark system, the borrower has a card which he takes to the library when he wishes to draw a book. This is stamped with the date due and the number or name of the book written on it.

Where the library is used by the public, borrowers' cards may be used for the town people, but are not always felt to be necessary if the users are few.

In the larger schools, borrower's records include the application card, application file, registration book and borrower's card. On the application card, the student writes his name, his address, and home room number, and secures a teacher's endorsement. The information on this card is entered in a registration book with numbered lines, the number of the line is printed on the application card, and on the borrower's card.

The application cards are filed alphabetically by name of student.

The borrower's card given to the student bears the name of the school library, his name and registration number and the date.

Re-registering is done every year.

In borrowing a book, the borrower gives his number and name, the librarian verifies the information from the borower's file, and the number is written on the charging slip and book card opposite the date due.

Taking the count

The number of books loaned gives an idea of the use of the library, though it does not always show it fully. It is therefore worth while to keep this record for a report on the library. When the time of issuing books is over, the cards are counted and a record made. For the small libraries the headings: High school classed; High school fiction; Grade classed; Grade fiction will serve.

Since this information is given on the charging cards, this

work is simply done. The blank, called "Record of books loaned in school libraries," is arranged with spaces for these items, for every day of the 10 months' school year. This blank should be provided and kept accurately. It will pay for itself in the saving of time in counting up the number of books loaned throughout the year.

In the larger schools or in those schools connected with a public library system, this record is kept more minutely by classes, on circulation statistics forms used in public libraries.

RECORD OF BOOKS LOANED

First Month	M.	Tu.	W	Th.	F	M.	Tu.	W.	Th.	F.	M.	Tu.	W.	Th.	F.	M.	Tu	W.	Th.	F.	Total
Grade Fiction																					
Grade Classed																					
Daily Total																					
H. S. Fiction																					
H. S. Classed																					
Daily Total																					

Second Month	M.	Tu.	W.	Th.	F.	M.	Tu.	W.	Th.	F.	M.	Tu.	W.	Th.	F.	M.	Tu.	W.	Th.	F.	Total
Grade Fiction																					
Grade Classed																					

Filing the cards

The usual way of filing is by date due either by class, accession number, or alphabetically by author's name. Using this method, overdue books are easily noted. However, if a particular book is desired, it takes some time to locate it as the files for each day must be scanned.

Filing alphabetically by author's name, instead of by date, makes it easier to find a particular book, but overdue books are hard to trace.

Discharging the books

When a book is returned, the date on the date slip is a guide to the librarian in finding the book card in the charging tray. No stamping is necessary. The book card is put in the book pocket and the book is returned to the shelf.

If a borrower's card is used, the date the book is returned is stamped or written upon it, or the date stamped out.

17. *Shelf Listing*

A shelf list is a card list of books in the library, the cards being arranged as the books are arranged on the shelves, i.e., by classes, and alphabetically in each class, by author.

It is an index to the shelves; it shows the number of books the library has in each class and forms a subject index to the classed books and an author list for the fiction. It bears the same relationship to the library that the table of contents does to a book.

Making a shelf list

To make a shelf list, only one card is made for each book; it therefore takes much less time than the making of a full catalog.

It is more economical of service to do the other work of organization first, that the books may be put into circulation.

Shelf listing is done one class at a time. All the books in the class that are on the shelf are listed and the charging tray examined, to see if any of the books of the class are out. As they are returned, the shelf list card is made before the books are returned to the shelf. A mark is put in the book to show that it has been shelf-listed.

Cards

White cards of standard make are used. These are of rag stock and are accurately cut and well finished to give good writing surface.

Standard cards are approximately 3 x 5 but to centimeter scale, and are punched for round rods. They should be of light or medium weight.

Ruled cards should be bought for hand-written cards and plain cards, for those to be typewritten. On the ruled cards the vertical red lines indicate the position for the information. The author's name is placed at the first red line; the title at the second red line. These are called first and second indentions. If the work is done on the typewriter, care must be taken to get the information in the same relative position.

Card attachments may be bought for the machine, to assist in uniformity. Each card is put in the typewriter at the same

place. Writing is begun two single spaces from the top. If call number is begun at 1, author's name is placed at 8; title at 12. If carried over to next line, writing is begun at 8. The numbers 8 and 12 correspond to the first and second indentions on the ruled cards.

Form

Call number is placed in the upper left corner; the class number on the same line with the author's name, author's initial, author number or book number on the second line directly under the first figure of the class number; author's name, on top line, beginning at first indention; title, on second line, beginning at second indention. Author's name is given briefly, surname first, followed by comma, then forename if but one, initials if more than one. This is called secondary fullness of author's name. If the book is by two authors, names of both are given, connected by &; e.g., Beard, C. A. & Beard, M. R. If book is by more than two authors, the name of the first is given, in secondary fullness "& others." If the book is a compilation, "ed" is added one-half inch after editor's name. In the case of classics which have been edited or translated by different persons, the original author's name is used for entry.

Title is given briefly; enough, however, to clearly distinguish the book. If the book has been edited by some one of importance the title statement includes "ed. by ——."

Biography

To correspond with the arrangement on the shelves, shelf list cards for 921, Individual biography, have on the top line, second indention, the name of the person written about; on the second line, first indention, author's name; on the third line, second indention, title of the book, if distinctive. Call number is placed as on any shelf list card.

Shelf list card—Sample card

320 Beard, E. A.
B American citizenship

131

SHELF LIST CARD—INDIVIDUAL BIOGRAPHY—SAMPLE CARD

y921	Mendlessohn
M	Isaacs, A. S.
	Step by step
123	

The accession number is placed under the call number, leaving one line space between.

If the book is in more than one volume the accession numbers are placed in columns, followed by volume numbers. Duplicate copies are treated in the same way. Accession numbers should not be grouped.

SHELF LIST AS SUBSTITUTE FOR ACCESSION BOOK

The shelf list is sometimes used as a substitute for the accession book. This seems particularly desirable in organizing a large, old school library where no business record has been kept of the purchase price, etc. In this case the shelf list is made as soon as the books are classified.

As new books are shelf listed, publisher, date of purchase and price are included on the shelf list card.

HOW TO TAKE THE COUNT FROM SHELF LIST

The number of items on the cards is counted and an entry made on a guide card filed in front of shelf list, e.g.:

Number of books recorded on shelf list.....Date.....

When new books are added, make entry on the same card. e.g.:

.....Books added Date.....

THE CATALOG

The library is not equipped for fullest service until a catalog is provided which lists all the material available. The catalog bears the same relationship to the library that an index does to a book.

The catalog should answer the questions:

What books by a certain author are in the library?

Has the library a book of a certain title?

What material on any subject the library contains, whether whole book or part.

It should also give information about the book, such as edition, publisher, and date of publication.

Kinds

Printed catalogs

A printed catalog is out of date as soon as it is printed, and is never complete. This and the expense of printing discounts the advantage of being able to use it away from the library.

Card catalog

This is the modern form of index to libraries and may be constantly kept up to date. The dictionary arrangement is used; that is, author, title and subject cards are arranged in one alphabet like the words in a dictionary.

Making a catalog

This is a technical piece of work and should not be undertaken without study of cataloging methods and definite instruction.

It is a waste of time and money for the untrained person to attempt to make a catalog. Librarians in school libraries should have at least the course offered in elementary cataloging in a summer school of library training before attempting this work.

Substitutes for the catalog

Since school library lists are arranged by subject and have full author and title indexes they will serve very well as substitutes for a catalog of books in a school library. The titles found on the shelves should be checked on the list in the subject part and also in the author and title index.

The shelf list

A shelf list is a list on cards of all the books in the library, arranged in the same order in which the books are placed on the shelves, that is, by class numbers. It shows how many books the library has on any subject. It may serve somewhat as a subject catalog, of all the books on a subject, if an alphabetical index of subjects is also provided to help those who are unfamiliar with the numbers used for the different subjects. It

does not by any means take the place of the subject catalog which indicates all the material on a subject in the library, whether a whole book or a part.

Use of printed cards

Printed catalog cards may be bought for school libraries. These are of two kinds:

Indexer cards

The Indexers, 5526 So. Park Avenue, Chicago, have cataloged a large number of titles in civics, history and other subjects extensively used in schools. It is their policy to make a large number of cards for each book to bring out under a suitable subject heading, every bit of material. The cards are marked with the subject heading and are sent accurately arranged for placing in the card catalog cabinet. The classification or call number must be added. The price is by card and the cost of cataloging each book will depend on the number of different topics, or subjects, of which the book treats.

Library of Congress cards

Printed cards may be obtained from the Library of Congress. These give very full information concerning the book. The cards are not filled out for use in a dictionary catalog. Each card is identical and to adapt for dictionary catalog use, call number, title and subjects must be added at the top, and the cards filed. To adapt them requires trained ability and they are not recommended for schools where there is not a trained librarian.

Ordering Library of Congress cards

If cards are ordered by Library of Congress number the cost is less than when author and title are given. Prices and information as to the procedure in ordering cards should be obtained from the Library of Congress—Card division. The order number for L. C. cards is given in the A. L. A. Catalog, A. L. A. Book list, "Library books for High Schools." (U.S. Bureau of Education Bulletin, 1917, no. 41). Thus the order number for Holland—Builders of United Italy, is 8-24568/11 and the number following the slanting line indicates

that eleven cards are needed to fully catalog the book. Since this is a book of collective biography, more cards are needed than for a book largely or wholly on one subject. In the latter case, one card for author, one for title and one for subject is sufficient. Order numbers for L. C. cards are also given in the United States Catalog, and the Cumulative Book Index found in the larger public libraries.

Library of Congress cards are used with success in larger libraries where a trained cataloger is employed. Unless there is some one in the school who understands how to adapt them, it is a waste of money to purchase them.

Cataloging

The making of a card catalog is sometimes regarded as an interesting piece of work, merely as a task. It can only be effectual when the cataloger understands clearly the function of the catalog in the school library, that it must make all the material in the books in this particular library quickly available and that no card should be made, and no information put on any card that does not contribute to this purpose.

A well made catalog is of infinite value in school library work. With a good catalog a small collection of books will give better service than a large collection without one. It is obvious that fuller cataloging is needed when the collection is small than when there are a great many books.

New books are much easier to catalog than old ones, which often involve many problems. Unless the old book is of known value to the library, time should not be spent in cataloging it.

Place in the routine

In the organization of an old library, the other parts of the work,—classification, accessioning, charging system, marking and shelving should be finished before the work of cataloging is begun, so that the use of the books may not be delayed. One class should be done at a time, in the order in which the material is needed. A check should be made in the book and on the shelf list card when the book is cataloged. This is desirable in the event that the work begun may not be completed by the same person. All records should show, at all times, the state of the work.

Materials

The same kind of cards are used for cataloging as for the shelf list. See page 76.

In making typewritten catalog cards it is desirable to have a bichrome, red and black typewriter ribbon, so that the subject heading may be put on in red. Some libraries also give call number in red.

Cataloging details and practice

If the catalog is to be useful, the person making it must be accurate, neat, have a knowledge of the whole field of books, be acquainted with reference books, have good judgment, and the technical training necessary to get all of the above. No book can take the place of instruction and practice under direction.

Reference books for catalogers

Biographical and other reference books must be consulted to determine correct form and fullness of author's names. The A. L. A. catalogs and the A. L. A. book list follow library usage. For names not included there, the following books are useful:

Century Book of names and New International encyclopedia for all nationalities.

Dictionary of national biography, index and epitome; and Who's Who, for English, and Who's Who in America, for American.

The usage of each biographical dictionary in form of entry must be taken into account and the form chosen made to conform to cataloging rules.

Manuals

The most complete manuals of cataloging rules for the small library are Hitchler—Cataloging for small libraries, A. L. A. pub. bd., 78 E. Washington st., Chicago, $1.25, and A. L. A. Catalog rules; author and title entries, 1908, A. L. A. pub. bd., 60 cts. These should be bought before the work of cataloging is begun. This discussion does not attempt to include all the rules for cataloging, but only to lay emphasis on certain essentials and adaptations for school library uses.

The rules covering all points should be studied, in relation to the particular library to be cataloged. After a rule is adopted it should be consistently followed in all similar cases, and it should be marked as a guide to succeeding librarians.

In simplified cataloging, only the essential items are given. These must be carefully chosen for accuracy and exactness of information, and represent the book so clearly that it may not be mistaken for any other. The judgment to choose the essentials comes from training and accurate instruction.

Form

Each entry card bears the call number, showing the location of the book on the shelf and thus connecting the classification and cataloging records.

Fiction usually has no call number.

The information is placed on the cards in the same relative positions as on the shelf list cards,—call number at left; author's name, inverted, at first indention; title begins at second indention, second line, returning to first indention if more than one line long. For example see page 77-8.

Capitalization

No words are capitalized excepting the first word, and proper names.

Punctuation

Rules are given in the A. L. A. Rules. Avoid double punctuation. Period is not used after author's forenames in heading, but is used at the end of the title. Semi-colon is used between the title and the secondary, or explanatory title.

Kinds of cards

To give the information desired, three kinds of cards are essential: Author, title, and subject cards.

Author card

This is called the main entry card and is the one which represents the book most fully. It is a transcript of the title page.

The simplest form of author is made for fiction, and gives author, title or titles, only.

The main entry card for all classed books, i.e., all books other than fiction, gives on the face of the card, the call number; author's name in full; title; imprint, i.e., publisher and date. When of special importance—edition statement; collation; series note; and contents are also given.

To insure uniformity, the author's name as given on the title page must be verified with the catalog if the library has one, or with the reference books.

The making of the author card involves choice of form of name in a number of cases:

Anonymous classics: e.g. Mother Goose, Arabian nights
Compound names: e.g. Lloyd-George
Corporate names
Married women's names
Names with prefixes
Pseudonyms

The rules for these entries are given in Hitchler—Cataloging for small libraries. The usage of "Library books for High schools" (U.S. Bureau of ed. Bulletin, 1917, no. 41.) should be observed.

Conforming to the rules for the particular kind of name the usual practice is to enter a book under the real author's name in the best known form, placing the surname at the first indention, followed by a comma and the forenames commonly used. Unusual practice is to enter a book under the real author's name in Hugo, Victor, not Hugo, Victor Marie.

Joint authors

If two authors have worked equally upon a book, the names of both are given: name of the first author in full, followed by &, and the name of second author in secondary fullness, i.e., surname and initials. With three authors, the name of the first "& others" is given.

Editor as author

When one person has gathered and edited the work of several writers, the name of the editor is used as author. The abbreviation "ed." is placed one-half inch after the name.

Body as author

State and national publications and those of societies are entered under the official name of the body which issues them: e.g., the book on Diseases of the horse, issued by the Bureau of animal industry at Washington, would be cataloged thus:

(Author) U.S. Animal industry bureau
(Title) Diseases of the horse

Name references

When choice is made of form for author's name, a reference card is placed in the catalog directly from the unused name to the form chosen for entry, e.g.:

Twain, Mark, pseud. See
Clemens, Samuel Langhorne

Title on the main card

The title is given as it appears on the title page, omitting the initial article unless such omission destroys the sense. In the case of well known titles, portions preliminary to the real title may be omitted, such as (Personal history of) David Copperfield. All the title used is to be written in one sentence, separating secondary or explanatory portions by a semicolon. The title is to be followed by a period. If the book is notably illustrated this information is given as a portion of the title, separated by a semicolon, e.g., Alice in Wonderland; illus. by Arthur Rackham. Similarly, the statement regarding editor or translator, if important, is given, using the abbreviations: ed. & tr.

Edition

Many books bear on the title page a statement regarding edition. If the copyright dates show that the book has been recopyrighted it is evident that new material has been added and that the book is a new edition, and note of this should be made. Edition statement follows the title and is placed one-half inch after it, on the card, e.g.: 3d ed. rev. & enl. Series statements given as edition are disregarded, e.g.: Camelot edition.

Imprint

On all classed books, imprint, which is a statement of publisher and date of publication, is given on the main card, one-half inch after title or after edition statement. Publisher's name is given in same abbreviated form as used in accessioning, that is, first name in a firm. If both English and American firms are given, the American is used. Place of publication is not given for well known publishers. Publisher and date are separated by a comma, unless a period used for abbreviation takes its place. Statement is finished with a period, e.g., Houghton, 1912.

Date

Give last copyright date. If no copyright date, give title page date.

Collation

Collation includes pages, volumes, illustrations. In school library cataloging, paging is not usually given. Volumes (when more than one) are noted for all books whether fiction or classed. Place volume statement one-half inch after imprint, e.g., 2v. If illustrations are valuable but are not by an artist of sufficient importance to be mentioned in the title, they are noted as part of the collation (e.g., 2v. illus.), using the term to cover several kinds of illustrations. If the book has only one kind of illustration, that kind is mentioned, e.g.: maps.

Series note

If a book is one of an important series, one that adds value or authority to the work, a series note is added on the main card of a classed book. This information follows the last group of information on the card and is separated from it by one-half inch space. The statement is enclosed in ( ) and briefly given, omitting the word series unless necessary to the sense, e. g.: (American men of letters).

Notes

Important information about the book, not covered by the title, is given in a note. The usual cases are sequels, or

changed titles. Space of one line is left between main body of title and the note, beginning note at the second indention.

Contents

The last group of information given on the face of the main card is the contents note. "Contents" is given for short stories, plays, collective biography, works in sets where the general title does not show the scope of the separate volume. The word *Contents* is placed on the second line below the main body of the title, at the second indention, with a colon. Chapter headings follow immediately. Each title begins with a capital and each item is separated from the next by a period and dash. If each chapter is by a different author, the name of the author is included.

Giving *Contents* for sets in volumes, the word Contents is placed as usual on the second line below the title at the second indention, and on the next line between the first and second indentions, the volume number is given, the title beginning at the second indention, followed by the author's name. If one volume of the set is missing, space for the contents of that volume is left. No writing should be done on the card lower than the line above the hole, continuing contents on second card. The cards are numbered and the first card bears at the bottom, the statement: See next card. On the succeeding cards, call no., author's name and Contents cont'd are given.

Tracings

These are marks placed on the back of the author or main entry card to show what additional cards have been made for that particular book. In case of a book being withdrawn from the library, all cards would need to be removed from the catalog, hence the convenience of having them indicated on the author card. Since tracings are for the cataloger's use only, and would be confusing to the public, they are placed on the back. They are so placed that they may be seen without removing the card from the drawer. "t" indicates that title card has been made; subject words are written out.

Secondary entries

All cards made in addition to the author or main entry card are called secondary entries. The information on these is given in briefer form. The author's name is placed on the second line, and is given in secondary fullness, i.e., initials are used instead of full name, if the author has more than one.

Title card or title entry

This answers the question: Is a certain book in the library? Since the majority of persons think of books by title, it is necessary to make title cards for all the books which might be asked for by title. If the title of the book is the same as the subject heading the title card is omitted. If the secondary title is distinctive and the book might be known by it, title card for this would be made also. On this card, call number is given, as usual, brief title placed on the top line, second indention, omitting the articles for titles in English unless necessary to the sense, in which case it is enclosed in ( ). For foreign titles, article should be given, e.g., (L)'avare. The author's name is given on the second line, surname beginning at the first or author indention, comma, forename in full if but one, initials if more than one forename. Date is not necessary on title card. If more than one volume, the statement follows title.

Subject card or subject entry

This card answers the question: Has the library any material on a certain subject? A subject card is made for every book about *any* subject, and as many subject cards may be made for any book as are necessary to list it under all the different subjects of which it treats. Occasionally subject cards are made for literary forms or *kinds* of books such as atlases and encyclopedias.

Subject cataloging is the most useful of all cataloging because it makes all the material in the library available. It is also the most difficult as it requires a wide knowledge of books and subjects, and their relationship; good judgment, discrimination in the use of terms, and technical knowledge of cataloging practices and cataloging tools.

Choosing a subject heading

Choice of a subject heading for a book in any library will be determined (1) by the content or subject-matter of the book, and (2) by the needs of the particular library.

When working with new books, the subject heading would be chosen at the time the classification number is decided upon. The library must own a subject heading book and when a heading is chosen from it, the word is checked as a guide for future use.

Standard guides for subject headings are:

A.L.A. Guide to subject headings. A.L.A. pub. $2.50

Mann. A.L.A. headings for juvenile catalogs. A.L.A. pub. $1.50

A. L. A. Book list. Subject index. A. L. A. pub. 25c

For new subjects the Reader's guide to periodical literature is useful.

Discussion of subject cataloging, including choice of headings, forms of headings and country sub-divisions, is found in Hitchler—Cataloging for small libraries. This should be carefully studied.

Personal names, geographical names, names of months, days, processes in arithmetic, and parts of speech are not included in the A. L. A. Subject headings.

Choice of subject headings

Careful choice of subjects is necessary, to bring out all the material in the books.

The title page, table of contents and introduction are examined and the book scanned to find out what it is about. The classification number gives some indication of the content, but classification confines the book to one particular place or subject, and as many subject headings may be chosen as there are different subjects treated in the book.

To answer the question: What is the book about? the most specific term is chosen; for example, having a book about Flowers only, this word would be used as a subject heading rather than the term Botany.

If a book treats of two subjects which are similar, but not expressed by the same or synonymous terms, subject cards are

made for both. All words used as subject headings are verified with the subject heading book that the work may be kept uniform. Exactness in the use of terms must be cultivated. For example, the heading Books and reading would not be used for Ward—Practical use of books and libraries, which is about Reference books.

Personal names used as subject headings, as in the case of biography and criticism, must be verified as if they were author's names, in the biographical reference books.

Official names of societies and organizations are determined from such usual reference books as the World almanac and the encyclopedia.

Geographical names must also be verified for form and spelling. This verification is done once for all the first time the term is used and note made in the subject heading book.

The A. L. A. Book list indicates subject headings under each title listed. The needs of the particular library will determine whether more subject cards should be made. The librarian should be thoroughly familiar with the course of study in the school and in cataloging the library, list all material that would be useful.

Form of subject card

Call number is given as usual, the subject heading sometimes in red, or in black, on top line at second indention. Author's name on second line at first indention, in secondary fullness. Title, imprint and other information is given in the same fullness as on the author or main card.

Subject reference cards

When choice of term is made, a reference card is also made for the catalog directing from the term not used to the subject word under which all material is listed. These are of two kinds:

(1) *See* reference

These direct from other possible forms of a subject to the one used in the catalog.

To illustrate: The A. L. A. Subject headings gives the term Farm implements and machinery. To enable one who

might look under the heading Agricultural machinery to find the material the library contained on that subject, a reference card is made:

Agricultural machinery. See
Farm implements and machinery.

See references are made for synonymous and also for opposite terms.

(2) *See also* references

These direct to related subjects. A library may have a book covering the whole field of botany, including something on flowers. The subject heading for this book is, of course, Botany. It might also have a book dealing wholly with flowers, and for this the heading would be Flowers. To connect the two, or any subject and its sub-division also represented in the catalog a *See also* reference is made, e.g.:

Botany. See also
Ferns
Flowers

If red headings have been used on the subject cards, the same color is used for subject references.

Analytic entries

Cards are made for parts of books when the part is not indicated by the author, title or subject card for the whole book. These may be made for author, title or subject. The form for analytic entries is the same as for other author, title or subject cards, with the additional statement giving the location and paging for the part analyzed. See sample card, page 93-5.

Series cards are sometimes made to list all the titles the library has of an important series. See examples in Hitchler—Cataloging for small libraries, page 190.

Editor or translator cards are not usually called for in school libraries. Illustrator cards are useful to show what work by an artist is in the library.

Filing the cards

The catalog cards are filed in a card cabinet, having drawers fitted with round rods, on which the cards may slip easily. If filed in drawers without rods, cards are easily lost and the

catalog becomes incomplete and useless. See description of cases on p. 12.

Room for growth of the catalog is allowed and markers inserted in the label holders on the drawers.

The shelf list and the catalog are always filed separately.

SAMPLE CARDS

Sample card to show placing of information

Call No. Author
Title Edition statement Imprint
Collation Series note

Author card—Fiction

Blackmore, Richard Doddridge
Lorna Doone; a romance of Exmoor.
2v.

Author card—Classed books

973.2 Thwaites, Reuben Gold
T42 The colonies, 1492-1750. Rev. ed.
Longmans, c. 1910. Maps. (Epochs of American history.)

Author card—Contents

814 Crothers, Samuel McChord
C88 Among friends. Houghton, c. 1910.
Contents: Among friends.—Anglo-American school of polite unlearning.—Hundred worst books—In praise of politicians.—My missionary life in Persia.—The colonel in the theological seminary.

Author card—More than 2 authors

580
C59 Clements, Frederic Edward & others
Minnesota trees and shrubs; an illustrated manual of the native and cultivated woody plants of the state, by F. E. Clements, C. O. Rosendahl, and F. K. Butters. Univ. of Minn. 1912.
(Minnesota—Geological & natural history survey. Reports: Botanical series, no. 9)

Title card

Lorna Doone.
Blackmore, R. D.

Subject card

973.2
T42 U.S.—History—Colonial period, 1607-1775
Thwaites, R. G.
The colonies, 1492-1750. Rev. ed. Longmans, c. 1910. Maps. (Epochs of American history.)

Subject card—Biography

921
C Clemens, Samuel Langhorne
Howells, W. D.
My Mark Twain. Harper, 1910. Illus.

Subject card—Analytic

814 Books and reading
C Crothers, S. M.
Among friends. c1910.
page
96-128

Note—Sample cards are not full size.

L. B. Library hand card

Disjoined

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p
q r s t u v w x y z
1 2 3 4 5 6 7 8 9 0 &
Take great pains to have all writing uniform in size, slant, spacing & forms of letters.

Rules for Arrangement of Cards in a Dictionary Catalog, by Bertha R. Barden

A. General principles:

1. Arrange all cards or entries, whether author, title, subject or reference, alphabetically according to the English alphabet.
2. Alphabet letter by letter to the end of the word, and then word by word, beginning with first word on top line. Every word to be regarded except the initial article e.g. Art of living At anchor
Artist Atala

3. Arrange "nothing before something."

e. g. A. B. C. of electricity
Aalesund
Brown, T. L.
Brown, Thomas

4. Consider punctuation, i. e., arrange first by that part of the heading which is before a mark of punctuation, then arrange when necessary by the part after the punctuation.

e. g. Green, Thomas — Art—Medieval
Green mountain boys — Art in literature

B. Special rules:

1. Arrange separately names that differ slightly in spelling.

e. g. Brown, W. G.
Browne, Frances
Browne, W. H.

2. (a) Arrange German words spelled with the vowels, ä, ö, ü, as if they were spelled a, o, u.

(b) Arrange German names written with æ, œ, ue, according to the spelling.

e. g. Mueller, F. B.
Muller, A. J.
Muller, Max
Munsterberg, Hugo

3. Arrange all abbreviations as if spelled in full: Mc., St., Dr., Mr., Mlle., as Mac, Saint, Doctor, Mister, Mademoiselle, etc.

EXCEPTION: Names beginning with D' L' O' are arranged as spelled. Initials standing for organizations are treated as initials not as abbreviations e.g. The A. E. F., A. L. A. catalog.

4. Numerals in titles of books should be treated as if written out in the language of the rest of the title.

e. g. 19th century
Ninety-three

5. Disregard the apostrophe in the possessive case and in elisions which are to be treated as one word.

e. g. Boy's & girl's book
Boy's King Arthur
Boys of '76
Who wrote the Bible?
Who's who

6. Arrange names compounded with prefixes as single words.

e. g. McAulay, A.
Macaulay, T. B.
Mach, Ernst
McKenzie, Alexander
MacKenzie, J. S.
Lacombe
La Farge
Lafayette
La Fontaine

7. Arrange personal names compounded of two names, with or without a hyphen, as separate words.

e.g. Lane, William
Lane-Poole, Stanley
Laneham, Robert

8. Arrange proper names beginning with Saint, Sainte, as separate words.

Saint-Amand, Imber de
Saint-Pierre, Jacques de
Saint-Beuve, C. A.
St. John, T. M.
St. Petersburg

9. Arrange compound names of *places* as separate words.

e. g. New, John
New Hampshire
New legion of Satan
New Sydenham society
New York
Newark
Newfoundland
Newspapers

10. Arrange as single, compound words which are printed as one:

e. g. Bookselling

11. Arrange hyphened words as if separate.

e. g. Book illustration
Book-plate
Book review
Bookbinding
Books

12. Arrange by forenames headings in which the surname is the same.

(a) In a heading (not in a title) disregard the prefixes: Mrs., Sir, Gen., Capt., etc.

e. g. Smith, Sir Charles
Smith, Mrs. Elizabeth
Smith, John

(b) When surname and forenames are the same, arrange by whatever designation is used to distinguish the two persons. Arrange chronologically by date if there is no other distinction.

e. g. Smith, John
Smith, Capt. John

13. When the same word is used for several kinds of headings, arrange alphabetically by the secondary or explanatory part of the headings, but keep in separate groups, names of persons and subdivisions of a subject.

e. g.

Washington, Booker	Art, G. tr.
Washington, George	Art (subject)
Washington, George (subject)	Art—Criticism
Washington, Conn.	Art—Study and teaching
Washington, D.C.	Art education
Washington, Mount	Art in flowers
Washington (state)	
Washington, Treaty of	
Washington art association	
Washington monument	

14. Forenames used as headings precede the same names as surnames.

e. g. James, St. the Apostle
James, Henry
James Pendergast free library

15. Arrange forenames which are the same, alphabetically by the designation following. Disregard numerals in the alphabetical *arrangement,* but arrange a name followed by a numeral after one without.

e. g. John, Saint
John II, King of France
John IV, King of Portugal
John, Eugenie
John Bull
John Halifax, gentleman
John of Austria
John of Gaunt

16. Arrange all subdivisions of a subject alphabetically.

e. g. Art—Ancient
Art—Bibliography
Art—French
Art—Study & teaching

Exception: Under the subdivision History:

(a) Arrange period divisions chronologically.

(b) Arrange other divisions alphabetically before the chronological divisions.

e. g. United States—History—Bibliography
United States—History—Sources
United States—History—Revolution
United States—History—Civil war

17. Under the names of places use a strict alphabetical arrangement for all subheads, whether names of official departments, subject divisions, or names of organizations entered under place.

e. g. Washington (state). Constitution
Washington (state). History
Washington (state). State treasurer
Washington (state). University
Washington state historical society

18. Arrange *see also* reference *after* the subject entries.

19. Under an *author's name* adopt the following order:

(a) Works of author, whether single or collected, arrange alphabetically by first word in title. Include works as joint author and works as editor or compiler.

(b) A criticism of a particular work is filed behind the title criticised.

(c) A translation is arranged alphabetically by its own title, not behind the original.

20. Arrange Bible headings as follows:

(a) Bible (texts)
Bible (as subject)

(b) Bible. N. T. (texts)
Bible. N. T. (as subject)
Bible. N. T. (single books or groups arranged alphabetically)

(c) Bible. O. T. (same arrangement as under N. T.)

Guide cards: General rule: One to every twenty-five cards. Usually halves are used. Put whole word on guide card. Where headings are complicated as U. S. & Bible, put in cards more frequently.

Pamphlets

Much material is obtainable in bulletin, circular and pamphlet form which may be of help in the school library, by providing timely information on many subjects, at small cost. From the mass of such, only that of direct value to the library should be collected and saved.

Sources of material

Government publications, particularly the reports and bulletins of the U.S. Bureau of education and the U.S. Department of agriculture should be regularly received. Bulletins of other government departments and bureaus may be asked for as needed. The A. L. A. Book-list includes quarterly an annotated list of Government documents of especial value.

Each department publishing bulletins furnishes them free as long as the supply lasts. When the department supply is exhausted and the pamphlet must be secured from the government printing office, a nominal sum must be paid.

State documents, University bulletins, State society publications are obtainable free. College catalogs are sent upon request.

N. E. A. publications and bulletins, pamphlets of the Vocational bureau of Boston, bulletins of the Drama league of America, and those of other organizations are obtainable by joining the organization.

Information regarding other organizations and societies and their bulletins may usually be obtained by writing the president. Addresses of societies are given in the World almanac.

Miscellaneous material includes advertising pamphlets on specific products, industries or occupations, pamphlet biographies issued by publishing companies, descriptive accounts of localities by government bureaus or railroads, pamphlets explaining the work and organization of various societies. Lists of such material are issued from time to time in school journals and library periodicals, and in bibliographies of books. Such lists are soon out of date as the material goes out of print in a short time.

Care

Unorganized pamphlet material is worse than useless because it becomes clutter in the library. Each piece must be classified as soon as it is received, and filed at once. Whatever method of filing is followed, it must be consistent, orderly and understandable.

Filing cases

The vertical file is preferred because it provides the most substantial and permanent storage place for pamphlets. It keeps them clean and in good condition, and makes them easily accessible. The file should be of standard make and size and with good rolling equipment. For pamphlets and for pictures, especially when mounted, the legal size is better. For description of cases see p. 12.

Bulletin boxes are inexpensive and provide good temporary filing places for pamphlets and volumes of magazines. Pamphlet binders are obtainable and make a good temporary case for single pamphlets, or a group which are to be classified, marked and shelved like books.

Manual arts classes will often bind pamphlets for the library.

Methods of filing

Bulletins of which the library keeps a complete file are arranged by serial number. e.g. Bureau of education bulletins.

Subject arrangement

Miscellaneous bulletins are arranged by subject or by classification numbers. Using the first method, in the vertical file, each pamphlet is marked with the subject word. A folder or guide is used for each subject and all are arranged in alphabetical order.

When the pamphlets are filed in boxes, they are marked on the outside with the subject and alphabetically arranged on the shelves, and kept as a separate collection.

An index to the pamphlets in the box may be pasted on the outside of the box.

Subject headings like those for cataloging may be chosen from the A. L. A. list of subject headings (see page 89), but the headings in the Readers' guide to periodical literature are more generally used.

Classed arrangement

To keep all the material the library has on a subject, whether books or pamphlets, together on the shelves, the classed and numbered arrangement is necessary. Each pamphlet is marked with the class number, boxes are labeled with number and subject, and the boxes are placed on the shelves with the books bearing the same number.

When the library contains a very large number of pamphlets on subjects like agriculture, or education, a more detailed classification is necessary than for the books. Detailed classification schemes for agriculture and education are given on pages 51-5 and 47-51

When new pamphlets are received which supersede in interest and information those in the file, the old ones should be removed and destroyed.

RECORDS OF PAMPHLETS

Pamphlets are never entered in the accession book until after they are permanently bound. A subject card for each pamphlet may be made for the catalog in the usual form. The designation "pamph." is added to show that the material is in pamphlet box or file rather than in a book on the shelves, or sometimes a subject reference card is made for the catalog, giving the subject heading at the top in the usual way and placing below

the statement "For pamphlet material on this subject see Vertical file," or if kept in pamphlet boxes on the shelves. "See Pamphlet box, class —"

Use of pamphlets

No pamphlets should be taken from the room without being charged by the librarian. A temporary slip may be made giving the class number of the box and the number of pamphlets taken, the date and name of the borrower. See charging system, page 72.

When pamphlets are assigned to a class for special work, they should be put in a temporary binder, like those used in magazine table use.

Clippings

Newspaper and periodical clippings are also cared for in the vertical file. They are pasted on cheap mounting paper cut to file size, several articles on the same subject, or successive developments, being placed on the same sheet.

The object of mounting is to keep them from going to pieces in handling, but little time or expense should be incurred. They are marked with the source and date, the subject heading and filed alphabetically between guides.

Another method is to place clippings in envelopes which are marked with the subject word.

Pictures

A collection of pictures is of very great use in the school, and may be accumulated without great expense. Pictures from the Mentor magazine, clippings from illustrated magazines and worn-out books, and inexpensive prints will help start the collection. The pamphlet by Dana & Gardner, Aids in High school teaching: pictures and objects (H. W. Wilson co., 958-64 University ave., New York) discusses the subject fully and gives addresses of sources. This is still valuable, though not all of the pictures are now available.

Choice of pictures to buy or save will be governed by the needs of the particular school. In the lower grades, the demand is for pictures in connection with the language lesson and the

reading; for the Junior high school, the project booklets call for infinite variety; industries, travel pictures, animal pictures; and in the High school, portraits of authors, pictures for design, and color for the art department, as well as all those needed to illustrate and make vital, the teaching of civics, history and English are wanted.

Filing pictures

As pictures are collected, they should be trimmed, classified by marking with subject word or by the regular classification system of the library, and put in envelopes marked with the subject, or class number. The alphabetic arrangement by subject word is most commonly followed.

Mounting

Before they are allowed to circulate, the pictures must be mounted. For very light pictures or prints, construction paper may be used. This comes in sheets, 24x36, and will make eight mounts 9x12. It may be obtained in all colors, the price varying according to color. Heavier mounts are made from cover paper, mounting and press board, which come in large sheets of varying sizes.

Uniform sizes of mounts are desirable because of the filing, the two sizes being commonly used to take care of all ordinary size pictures. They must be of a size that will file readily in the vertical file. Gray, tan or brown are the most desirable colors.

The picture must be accurately placed on the mount and carefully pasted to the mount with thin photo paste, then placed under a press until thoroughly dry.

Subject word or classification number should be added to facilitate filing. This may be placed on the front of the picture in the upper right corner.

For charging pictures see directions on page 72.

PART III

ADMINISTRATION

City System of School Libraries

Adequate library service to the schools involves class room libraries, in the smallest schools. When a school has ten teachers or more there should be a library room in the building with a good collection for a grade school and a trained librarian. Such a library may serve also the adult residents in the neighborhood if local conditions warrant.

The junior high school needs its own library.

Each Junior and Senior high school should have the best sort of library equipment, books and service.

Continuation schools should be served with deposit collections carefully selected, and the night school program should include the library for the circulation of books to these students, with a specially chosen librarian.

The city Teacher's College, with practice school must be provided with libraries of model type, and trained librarians who can carry full courses in the use of libraries and children's reading for the prospective teachers.

Supervision

The supervisor of city school libraries serves as the connecting link betwen the various school libraries; advises on all technical matters, the purchase of furniture and equipment, book selection and purchase, instruction courses, and all questions of administration. Conferences are held that the groups interested in the same phase may meet and discuss problems.

The office of the Supervisor should have a book stock from which loans of books for special purposes may be made to the different schools.

The supervisor advises with other supervisors of the school system with the city department of education and the Public

library. The person holding this position should be chosen for qualities of training, experience, administrative ability and leadership that are considered in the selection of directors for the other departments in the school system and should have the same recognition by the school board and the public library.

Appropriation

(Abridged from Certain Report on Library Organization and Equipment.)

"Annual appropriation. The library should receive an annual appropriation of sufficient amount in addition to salaries to provide means for the necessary correlation with other departments. This appropriation should be increased annually in direct ratio to the increasing library needs of each department and should include specific amounts for the maintenance and supervision of the library.

The maintenance of the library should not depend on incidental sources of money, such as school entertainments and "socials." Students may be encouraged to raise funds for the library in appropriate ways, but these funds should be used only for such accessories as make the library more attractive . . . such as special equipment, finely illustrated editions; but the high school should not be forced to depend upon such means for necessary library service.

The initial expense of the library includes (1) the salaries of the librarian and assistants, which should be on the same schedule as those of other teachers; (2) the cost of books and equipment.

Funds for maintenance should provide for increase of salaries, additional books, periodicals, binding and other repairs, replacements, catalog cards, supplies, new equipment, etc.

Each department should file with the librarian definite statements of needs as these needs are felt throughout the year, and the librarian should make disbursements according to these needs.

It should be borne in mind that the library is primarily for the students."

Service

Definite service is as necessary in the library as in any part of the school. Without it, the library can never be effective.

The library represents an expenditure of money. This money is wasted unless the books bought are suited to the needs of the school and the ages of the pupils, are so arranged that they are quickly available, so recorded that they are not lost or misplaced, and the use directed so that they become a definite part of school work.

The library is a special department and must have specialized service. No part of a teacher's training includes a study of books from the library standpoint, or instruction in the care and management of libraries. The school must therefore provide a librarian as it provides a specially trained person for any other special department.

The Librarian

(Summary from Certain. Report on Library organization and equipment.)

A. Qualifications. The librarian in the high school should combine the good qualities of both the librarian and the teacher, and must be able to think clearly and sympathetically in terms of the needs and interests of high school students.

A wide knowledge of books, ability to organize material for efficient service, and successful experience in reference work should be demanded of every librarian. Most of all should the *personality* of the librarian be emphasized. Enthusiasm, power to teach and inspire, are as essential in the high school librarian as in the teacher. . .

B. Professional requirements. The standard requirements for future appointments of librarians in high schools should be a college or university degree . . . together with at least one year of post-graduate training in an approved library school and one year's successful library experience . . . in a library of standing. . .

C. Salaries. The salary of a high school librarian should be adequate to obtain a person with the qualifications set forth in this report. It should not be lower than that of the English teacher, but it may be necessary to pay a higher salary when there is an over supply of English teachers and an under supply of librarians.

D. Administrative requirements. . . Status. In high schools having heads of departments, the librarian should be

head of the library department, with status equal to that of heads of other departments (The school librarian should be included in Teachers' pension acts).

(1) CLERICAL WORK. Clerical work of the nature of office work should not be demanded of the librarian. Under no circumstances should the librarian be expected to do clerical work properly required in the principal's office such as keeping records of attendance and keeping official records. . .

Free textbooks should not be stored in the library and should not be handled by the library staff.

(2) ADMINISTRATIVE WORK may be summarized as follows: Directing the policy of the library, selecting books, purchasing books, planning the room and its equipment, keeping records of expenses and planning the annual library budget, planning and directing the work of trained and student assistants, building up a working collection of pamphlets, clippings, and of illustrative material.

The librarian should be present at all teachers' meetings held with reference to courses and policy governing instruction and should have the ability to work for and with teachers so well that mistakes in adaptation of book collections to needs may not occur.

(The librarian should by all means be present at teachers' meetings when regulations regarding the use of the library are being discussed.)

(3) TECHNICAL WORK may be summarized as follows: The classifying, cataloging, indexing and filing of all printed matter so that it may be readily available for use; establishing a practical charging system to keep track of books and other materials borrowed from the library; attending to the proper binding and rebinding of books; keeping necessary records and statistics of additions to library, use of library, etc.

(4) EDUCATIONAL WORK may be summarized as follows:

Reference. Helping teachers and students to find suitable material on special topics, notifying teachers of new books and articles on professional subjects, looking up answers to questions which have come up in classroom or laboratory, preparing suggestive reference reading for the course of study.

Instruction. Systematic instruction of students in the use of reference books and library tools such as card catalogs, indexes,

etc. . . In this instruction, the relationship of the high-school library and the public library, and the relation of a library to life outside of school should be emphasized.

Educational and vocational guidance. Cultural and inspirational work in widening the interests of the students and in cultivating a taste for good reading. This is done through posting interesting material on bulletin boards, compiling lists of interesting reading in books and magazines, through reading clubs and personal guidance of the reading of individual students. The librarian should also co-operate with vocational counsellors in aiding the students in the choice of vocations and should have on hand in the library, pamphlets, etc. on the occupations.

Junior high school librarian

The librarian for this school should have educational and professional training, as thorough as that of the high school librarian and should have had good experience in the use of the simpler reference books and a knowledge of children's books. She should be interested in children and in helping them and have an understanding and sympathy with Junior high methods.

Librarian-teacher

To conform with school requirements in staff grading and certification, the High School librarian is sometimes designated as Librarian—teacher. She is primarily a librarian, but is secondarily a teacher because of giving instruction in the use of books and libraries as a part of the required work of the school.

SERVICE IN SMALLER SCHOOLS

Teacher-librarian

Schools unable to provide a librarian may give some measure of service by the employment of a *Teacher-librarian,* i.e., a high school teacher, with at least six weeks' training in elementary library methods, one who gives part time to the library in addition to teaching.

This term was originally used in an effort to define a librarian as a person of educational qualifications and professional training. One who is primarily a teacher but with some library training and who looks after the library in

addition to her regular business of teaching is characterized by this designation.

Training of teacher-librarians

The training for this work must be special and standardized. Desk work in a large library, or incidental work in a public library does not fit one for the work. In such libraries, the work done by the untrained assistant gives her no training in classification and the records needed in even the smallest school library. The records used in public libraries are usually more elaborate and detailed than necessary in school libraries, where the system used must be very simple, but still accurate and adapted to the needs of the school.

Standardization of Work

Necessity for standardization of the library work in a state is another reason for special training for teacher-librarians. The training received in six weeks must of necessity be very rudimentary. To be useful it must be based on actual conditions and needs, and the teacher-librarian must be given specific directions to meet those conditions.

In the school the portion of her time which may be given to the library is restricted, and all work done must be made to count toward getting the library on a working basis for the future as well as the present. The teachers change very frequently, and if the library service is to be consecutive and continuous, it must be done by a system that is understandable to another having had similar training, and can be continued—not done over.

Time element of service

The teacher-librarian must be given time in which to do the library work, as well as her teaching. The amount of teaching which she may do must be restricted and she must not be required to do outside work such as supervision of the assembly room, or coaching.

In putting a library in order, speed is desirable, and for this reason a routine of work is suggested in the division of organization that is the most economical of time. The work of each

process must be done accurately and neatly, so that it will not need to be done over.

The teacher-librarian taking up the work for the first time in connection with teaching in a school where the library has not been organized, cannot be expected to do more the first year than the processes preliminary to cataloging (see Routine, p. 21-74).

The teacher-librarian is a make-shift at best. Schools will never secure the full measure of service until they employ a trained librarian with the requisite knowledge, training and undivided time to give to the library.

Part time service of a trained librarian may sometimes be secured through combining or contracting with the public library.

Use of Student Help

Students may not be entrusted with accessioning, cataloging or any parts of the work which require mature judgment and training. They are used to advantage in some schools in some of the mechanical processes, such as opening new books, stamping, folding and pasting book pockets. Their work is carefully supervised and they are required to be very neat and accurate. Students capable of doing especially careful work may be taught to mend books, and boys who have had mechanical drawing may be trained to mark books acceptably.

Students in the commercial department may be taught to make accurately spaced, typewritten shelf lists or catalog cards, from copy furnished by the librarian.

Monitors for putting up books are of help after they have been taught the classification and arrangement of the books and the arrangement of magazines in the magazine rack. Charging books may also be done by the students, to leave the librarian free for personal work with the students.

Bulletin boards may be partly or wholly in charge of the students, who will assemble, clip and post items of interest, and change them frequently.

Discipline

The library is not a study hall, but a place where books may be used with profit and enjoyment. As a matter of courteous consideration of the rights of all, order must be maintained. The librarian is needed to give assistance to the students and should be as free as possible from police duty.

Self-government rules, made by the students and enforced by them, are effective in some libraries. The following are suggestive:

Self government rules for small school libraries

Adapted from the Rules of the Girls' High School, Brooklyn

A library committee shall be elected by the students of the school.

This committee shall consist of five members, two from the senior class, and one each from the junior, sophomore and freshman classes, each class electing its own member.

It shall be the duty of the committee to give such service as may be requested by the teacher in charge of the library, and to see that the library rules are obeyed.

Rules of the library shall be drawn which shall give the greatest use of the library for the whole student body, and shall be ratified by it.

Suggested rules

Resolved by the students of .....school that the following library rules shall be in force on and after.....

1. *The library is open* to all students of the school for the drawing of books from.....to.....

2. *Use of the library during study periods*

Students wishing to spend a study period in the library shall report to the teacher and receive permission to do so. On entering the library at the beginning of a study period, or later, a student must register his name on the library bulletin board, giving name and room to which he belongs, or bring a pass slip from the teacher.

Students must register for each period in the library. They may not leave before the end of the period.

The library must not be used during study periods for text-book work excepting when the pupil wants to use library books during the greater part of the period. When most of the period is to be spent in text-book work, the pupil should remain in the study room until that is completed and then come to the library.

(The latter arrangement is possible only when the library adjoins the study hall.)

3. *Order in the library*

The Librarian will make someone responsible for the order in the library during each period. At the close of the period, the person in charge will see that the tables are cleared of books and papers.

Each student using books or encyclopedias, or other large reference books, shall return them to the shelves. Other books will be returned unless a student is doubtful where they belong. When in doubt, leave the books on the table.

No conversation shall be allowed in the library, and no conduct not permissible in the classroom.

4. *Books for use outside the library*

No books, or other library property, may be taken from the room until properly charged.

A book is not properly charged until the book card in the book pocket has been removed, borrower's name (and room) recorded on it, and a dating slip stamped to show when it must be returned. The book card must be put in the box kept for this purpose.

Books in great demand may be loaned for one study period only, or from the close of school until 9 A. M. the next day.

All other books are loaned for two weeks or for the time set by the teacher in charge of the library. All books must be returned on the date stamped on the date slip.

5. *Care of books*

Books must be used with care.

They may not be left face down on the table or used to carry notes or memoranda, or otherwise misused.

They must be kept dry and clean.

No markings may be made in the books and no corners of pages turned down.

Books lost or injured must be paid for.

For violation of any of these rules, fines may be imposed or library privileges withdrawn.

Other rules relating to borrowing of books are given on pages 68-73 under Charging system.

Library Permits

Many of the larger schools use more elaborate systems of library checking than that described above. Library permits are cumbersome, are time-consuming and not infrequently hamper the use of the library by the student.

In introducing a checking system, study must be made of the needs it is to serve, that its purpose may be achieved with as little strain as possible upon teacher, librarian and student.

From the school side, an attendance check is desired, so that the study hall teacher can account for students not in the study room at a specified time.

The purpose of the library must be kept in mind. It is in the school to provide aid in reference work assigned by the teachers. This help cannot be furnished if the librarian's time is consumed with statistics of attendance.

The student has ordinarily but one library period a day, and the number of subjects called for each period is often one-third as many as there are students in the library. The checking system must be reduced to the simplest form that the real work may not suffer.

A simple but useful system is as follows:

A slip for each hour is posted in the home room. Students going to the library write their names on this slip and on entering the library, on a similar one posted there.

At the end of the day, the slips from the library are returned to the home room teacher for comparison with the slip there.

The chief objection to this system is that much of the student's time is used in waiting his turn to sign the slip. In the general economy, however, there is less loss than in employing a method which takes time each period from the teacher or librarian.

Where it is felt that a pass slip is especially desired, the following may be used:

The pass or library permit is issued by the class teacher. It bears the name of the student, his home or study room, the period (this information being filled in by the student himself), the reference assignment and the class teacher's signature. It is usually countersigned by the study room teacher for the hour in

which it is used, but this is not considered essential. The permit is taken to the library by the student, and the librarian checks up the number of permits with the number of students in the room. At the end of the day all permits are sorted, and returned to the respective study rooms, to be compared with the list of students due there during the different periods.

Supervised Study and the Library

Use of books is essential in supervised study but removing large numbers from the library for use in any one study room for any considerable period works too great a hardship on the rest of the school.

In some schools, books which are to be especially introduced during a class period are taken to the class room on the library truck and shown. At the end of the period, they are returned to the library and the students come there to use or draw them.

In a school having hour periods, supervised study is carried on by having half hour recitation periods in the class room, followed by a class visit to the library, accompanied by the teacher, for a half hour's intensive reference work on the special subject.

Following another method, a committee of students come to the library during a vacant period to look up material, and ask to have it held on reserve during a specified period. They then come for the books and return them at the end of the period or they come for fifteen minutes research during the period returning to the class to report on their findings.

LIBRARY HOUR:

A class comes to the library for a whole period, accompanied by the Teacher, to examine all the material on a certain subject. The librarian is notified in advance so that she has all the material collected, books, pictures, pamphlets, etc. and placed on tables put together.

Use of the Library

Use is the summing up and the test of the library's value to the school and the student. It is the end toward which all the work of selection, organization and administration is directed.

AIDS IN INCREASING THE USE:

Attractive books.
Bulletin boards.
Library well classified and arranged.
Shelves well marked.
Shelf list to show what books on each subject.
Catalog to bring out all the material in the library.
Librarian's personal work with the students:
  Helps in selection of books.
  Talks about the books.
  Interests those who do not read by studying their tastes and then bringing to their attention books on subjects in which they are interested.
  Improves quality of reading done by suggestion of books better than those being read.
Use of book lists:
  Brief lists on interesting subjects.
  Printed book marks.
  Library sermonettes, such as "Don't be a quitter."
  Library advertising.
  Book lists, book reviews, news items in school paper.
  Library exhibits as part of all school exhibits.
  Special exhibits as for Better Book week. Christmas gift books.
Instruction in the use of books.

Relation to Teachers

Since the library serves the whole school, the librarian or the teacher-librarian must have the co-operation and support of all the teachers. Teachers as well as students must learn the classification and arrangement of the library, and they must also comply with its rules.

Special privileges are granted to teachers in number of books which may be drawn and time they may be kept, but they may not take any books from the library without having them charged.

When teachers are to send a number of students to the library to look up a subject, librarian or teacher-librarian must be notified in advance.

When the public library loans groups of books to the school, they should be sent to the library rather than to individual teachers.

Reports

Reports are valuable to show the size and value of the library and to give some indication of its usefulness, even though it cannot be fully measured in this way. If records are kept accurately and continuously the most necessary figures may be easily compiled.

The Accession book shows the number of books in the library and their cost, and number added during any year.

By means of the Record of books loaned or Circulation statistic forms described under Charging system, the number of books borrowed for home reading is easily counted.

Closing the Library

At the end of the school year, the library must be put in perfect order before closing. All books belonging to the library must be gathered in from the various departments and individuals and missing books traced. All cards must be taken from the charging tray, put in the books and the books replaced in their proper number on the shelves.

If any work, such as the cataloging, must be left unfinished, a note must be left with it showing clearly the stage it is in.

Complete inventory should be taken occasionally, particularly when there is to be a change of Librarian.

This is done by checking the books on the shelves with the shelf list. Note is made of books missing, and search made for these in the charging tray, and in the accession book which should show if the book has been withdrawn.

The work of inventory is not complete until all the books listed on the shelf list and in the accession book are accounted for, and a report drawn up and filed.

If the books are not found within six months, annotation is made in Remarks column in the accession book and opposite each number on the shelf card and a final report made up.

This work may well be done at examination time in the school when use of the library is lessened.

Service in Smaller Schools

Keeping the Library Open

When a teacher-librarian is employed and the library service thus limited, other teachers may be assigned to the library for their vacant periods that it need not be closed. These library periods give the teacher opportunity to supervise special reference work for her own classes.

Distribution to Grades

In small schools books for the grades are housed in the general library, but on special shelves. Library days are assigned to each grade to permit them to come to the library to select their books.

When such arrangement is not feasible, a classroom collection is sent to each room for a limited time and the teacher attends to the charging of the books to the pupils. When the collection is returned, the teacher makes a report on the circulation of the books.

Club Work

Interest in the library may be greatly stimulated by the formation of clubs of boys and girls who are interested in the same subjects. One teacher aroused enthusiasm for research by asking the members of one class to bring topics in which they were especially interested. The class was divided into groups, each group investigating one subject and making final report to the whole class. The teacher provided sources of information and directed the work of the groups. An interesting result was that the school found it must have a modern, well-organized library.

Parent-Teacher Association

A library committee in the Parent-Teachers association is another means of getting increased interest in the library. Such committees have been of help in providing better reading for the children in the town, getting books on special interests, providing volunteer service for keeping the library open in the evening for public use and in creating sentiment for a public library in the town.

Teachers' Reading Clubs

Many high schools are in towns where there is no good public library and the teachers find themselves without the facilities to carry on reading in the subjects in which their interests were awakened in college or to keep in touch with topics of the day.

While the school library is primarily for the students of the school, it may be of real use to the whole teaching staff through encouraging the formation of teachers' reading clubs and providing books for their use. From the United States Bureau of education at Washington, D.C., a number of courses for such clubs may be obtained. Other clubs take up the works of some of the best modern novelists, several books by one writer or one or more modern plays.

The magazines in the school library supply material for cur rent topics.

Instruction in the Use of Books and Libraries

Instruction is a most important feature in the modern school library.

It should begin in the grade school and progress with the school work through the high school.

Courses in the use of books and libraries should also be a part of the training of all types of teachers, rural, elementary and high school, that they may make the library effective in their school.

Teaching the Use of Books and Libraries

(1) Reasons

a. To give definite help and interest to daily school work.

b. For boys and girls going to college. Make work easier and give facility in using the library.

c. For boys and girls leaving school. Give resourcefulness in finding out things for themselves; use of public libraries; how to obtain books; evaluation of books.

d. Pleasure of using a book intelligently. Value in club work; in civic work.

e. Time saving for the librarian or teacher-librarian to give definite instruction to groups rather than repeatedly to individuals.

(2) Instruction to be given in the grades and rural schools

How to open a new book.
Care of books: Maxson book mark, etc.
How to use a dictionary.
Table of contents.
Index in a book.
Parts of a book.
Arrangement of books in the school library.

(3) Instruction to be given high school students

The amount of time spent in instruction to students in the use of the library in any high school will depend upon how much the library can be used (adequacy of the book collection, organization and arrangement, records, such as catalog, etc.); upon how well the librarian's training fits her to give such instruction; the amount of time she can devote to it, and upon the co-operation and interest of the principal and other members of the faculty.

An elaborate course may be given or it may be reduced to a few lessons. The work is greatly needed and a little is better than nothing.

Whatever instruction is given should be interesting, definite, concrete and accompanied by practical demonstrations. It should be followed up by problems to be worked out individually and it should be carried over into every day handling of books and use of the library.

It should be required of all students, and should be credited as part of their regular work. It should be given as early in the course as possible, and preferably to each class separately, as it is easier to work with small groups.

The lessons should be progressive. The sequence following is one commonly approved.

SUGGESTIVE OUTLINE FOR LESSONS

1. Value and use of a library
    - Public library
        - How many have cards?
    - High school library
        - Purpose
        - Use for reference
            - Regulations
            - Charging
            - Returning books to shelves
            - Social attitude toward use
                - Unselfishness
                - Library manners
            - Arrangement of the library
                - Books
                - Periodicals
            - The card catalog

2. The book
    - Importance
        - How to use
        - Study of the printed parts
            - Title page
            - Preface
            - Table of contents
            - List of illustrations and maps
            - Text
                - How to judge a book
            - Appendix
            - Bibliographies
            - Index

3. Reference books
    - Dictionary
        - What it contains
        - How to use it
        - Arrangement
        - Abbreviations

4. Encyclopedia
   - What information given
   - Arrangement
   - How and when to use

5. Other reference aids
   - Books in the library
   - Card catalog as reference aid
   - Material on subjects of current interest
   - Pamphlets and government bulletins
   - Magazines
   - Readers' guide to periodical literature

   Debating aids may be given here if desired
   - Debate material
     - How to collect
     - How to use
     - Note-taking for debate
     - Bibliographies; use and making

6. Atlases. Year books. Handbooks. Reference books for special subjects.

7. Books and reading
   - Why read?
     - Reading for information
     - Joy of reading
     - Owning books
     - Collecting and purchase of books

8. The library and the community
   - The public library
     - School service
     - Town service
     - Country service
   - State library resources
     - State documents
     - The university library
     - The library commission

Methods of instruction.

By whom given.

Grade instruction mostly by teacher. High school instruction in use of books may be given by teacher.

Any instruction concerning the library by the librarian or the teacher-librarian.

Where.

The part taught by English or history teacher may be given in the classroom. Librarian or teacher-librarian should give all the work concerning the library in the library room.

Order of instruction.

It is obvious that instruction cannot be given on any reference books not in the library or on classification or cataloging until the library is put in order.

Books useful in teaching the use of the library:

Baldwin. Writing and speaking. Longmans.

Fay & Eaton. Use of books and libraries. Boston bk.

Hopkins. Reference guides. Willard co.

McKnight & Dana. High school branch. Wilson co.

Rice. Lessons on the use of the library. Wisconsin Dept. of education (Madison).

Slater. Freshman rhetoric. Heath.

Ward. Practical use of books and libraries. F. W. Faxon co., Boston.

Ward. Suggestive outline for teaching the use. F. W. Faxon co., Boston.

Printed notes on the library to be filed in students' note books are useful in connection with instruction.

Instructions in the Use of Books and Libraries—Suggestive Outline for Lessons, p. 121

A Course Prepared by the High School Librarians of Cleveland
1920

The work is planned as an integral part of the school instruction from the 7th to 12th grades, for students in all courses.

Aims

1. Round out the educational process by providing stimulus to reading and instruction in using books most profitably.
2. Give help and interest to school projects in all subjects.
3. Develop and encourage interests not covered by the curriculum. Assist in acceleration work of the school.
4. Prepare boys and girls who are going to college to take up advanced reference work with ease.
5. Provide boys and girls leaving school with a means of carrying on education through knowledge of how to use a library effectively.
6. Train in reading habit for information and entertainment.

Utilitarian aims

Awakening of civic responsibility in use of school property (care and proper use of library books).

Time saving for teachers and librarians to give definite instruction to groups rather than repeatedly to individuals.

Instruction in the Junior and Senior High Schools

Scope of instruction

The amount of instruction given will depend on the time allowed for this work by the English classes and the adequacy of the library staff.

The subject matter presented will be influenced by the training in the use of books and libraries which the pupils have had previously.

In the period between the seventh and twelfth years in school, the pupils should receive instruction in Use of the public library; Use of the school library; its arrangement, resources and regulations; Aids to self help in a library; The pupils' responsibility toward the library; The care, handling and return of books; and they should make definite directed study of the common library tools, such as indexes in books; the dictionary; the encyclopedia; the most used handbooks and typical general reference books; the card catalog; the library classification of books; the Readers' guide to periodical literature; pamphlet and bulletin material. They should be taught how to look up a subject in a library; how to take notes

on material found; how to arrange references and how to compile a simple bibliography.

The work, particularly in the advanced years should be closely correlated with the subject matter of the English course.

On the book side, the library instruction should foster a taste for books having some literary merit, should awaken interest in a variety of subjects, and should stimulate the owning of books, the building up of the home book shelf, and the use of public libraries in after-school days.

By whom given

The instruction relating to books (physical make-up and also joys of reading) might well be given by the teacher, but the work on the library should be given by the librarian.

Whatever instruction is given should be interesting, definite, concrete and accompanied by practical demonstrations. It should be followed up by problems to be worked out individually and it should be carried over into the everyday handling of books and the use of the library.

The N. E. A. standard "A" gives as a minimum three recitation periods per year in each English course.

The outline for instruction can be only suggestive, for the reasons indicated. The librarian will adapt the topics to the age and knowledge of the pupils taught and condense or elaborate as the time permits.

The accompanying "Helps in the use of a library" is designed for pupils' study and for filing in their note books. These should be provided in separate form for this purpose.

Instruction—Seventh Grade

(Instruction given in the library, by the Librarian)

Library

The modern library
- Public library. See "Helps" par. 1-4
  - What it is and does. Why "public?"
  - How many have used a library? Have card?
  - Library regulations. Why necessary?
  - Behavior in the library.

School library. See "Helps" par. 5-6
Relation to public library
Reasons for rules
Drawing and return of books
How to find books
Behavior in the library. See par. 7
(Instruction to be given by teacher if desired)

BOOKS

Review of information gained in lower grades
Care and handling of books (with explanation of how books are made, increased cost of books, books for everybody, civic responsibility, etc.)

PARTS OF A BOOK

(When this instruction is given, each pupil should have at hand a book with a good index, in which to note each point as it is discussed, also use "Helps" par. 10-12; and follow by:
Drill on the index
Compare use of index and table of contents
Location
Arrangement
Use
Look up
Cross references
Phrases under word
Inclusive pages
Verify reference in book itself
Work out problem involving choice of word

DICTIONARY. See "Helps" par. 14-15
Use also publishers Dictionary leaflet "Introducing your dictionary to you."

BOOK TALK, discussing books on the Home reading list for this grade, with emphasis upon stories of individual success and courage. Teacher or librarian will tell an incident from one of the books, or read a portion to stimulate the interest.

LIBRARY HOUR, conducted co-operatively by the teacher and librarian, in the library. The teacher will notify the

librarian in advance that she will bring her class to the library for a specified period for the study of material on a certain subject. The librarian will collect all available material on the subject; books, pamphlets, magazines and pictures. The teacher will come with the class for intensive reference work during the period. The most satisfactory work is done when each pupil is assigned a definite phase of the subject to study and report upon.

A variation of the above plan is used in a school having supervised study; several pupils are sent to the library to look up a subject briefly, and in fifteen minutes or so, return to class to report upon their findings, or a similar committee spends a period in the library early in the day looking over material, and has it put on reserve for their class for a period later in the day, when it is taken to the class room for one period.

Instruction—Eighth Grade

LIBRARY

Review of seventh grade work

BOOKS

Review of parts of the books
Dictionary work continued
Encyclopedic features, see "Helps" par. 14
Encyclopedia, see "Helps" par. 16-17
How to look up a subject
Use of material found
Book talks on books about great men, great industries, great enterprises.

References for Instruction in Seventh and Eighth Grades

Barrette	Use of the library as an aid in school work. School and society, March 16, 1918. (Value of the library hour)
Bolenius	Everyday English composition.
Gildemeister	Minnesota course of study for elementary schools. (Dictionary work, p. 98; literature, p. 200) (Kroeger, (Publisher) Winona, Minn.)

Portland, Oregon (Public schools)	Elementary course of study (Outline of library instruction)
Rice	Lessons in the use of the library Wisconsin—State dept. of education

Instruction—Ninth Grade

LIBRARY

Review of eighth year work on encyclopedia
Handbooks and typical general reference books, see also "Helps" par. 23
Who's who in America
World almanac

Freeman & Chandler	World's commercial products
Rand, McNally	Imperial atlas
Garnett & Gosse	English literature

SUBJECT ASSIGNMENTS

Use of catalog, see "Helps" par. 9
Classification, see "Helps" par. 8
Public library classification (study of detailed outline)
Problem developed individually or by group, see par. 24

Instruction—Tenth Grade

LIBRARY

Reader's guide to periodical literature, see "Helps" par. 21-22
Review use of catalog
Review subject assignment by use of individual problem.

BOOKS

Book talk on use of good reading to increase vocabulary (Readings from Muir—Story of my boyhood and youth; Choate, Rufus—Life; or any others)
Study of a few typical magazines

Current events	(weekly)	Literary digest
	(monthly)	Review of reviews
Literary		Atlantic
		Bookman
General	(weekly)	Outlook or Independent
	(monthly)	World's work, Scribner's or Century

Instruction—Eleventh Year

LIBRARY

Review of tenth year work
Study of special reference books of immediate use, see "Helps" par. 23
Special instruction for this grade
Note taking in the library
Bibliography making
Debating reference

BOOKS

Special study of books and material on vocations following outline of vocational courses

Instruction—Twelfth Year

Review of eleventh year work
Talk on the public library as a continuation school
Each student to make a visit to the public library to investigate a vocation or subject of special interest
Talk on the home library—on owning books, buying books, etc.

References for High School Library Instruction

Baldwin	Writing and speaking (chapter on Bringing the library to bear) Longmans
Bostwick	Making of an American's library
Fay & Eaton	Use of books and libraries. Faxon Co., Boston
Lomer & Ashmun	Teaching of English (making a bibliography, p. 221-3 and other references)
Ward	Practical use of books and libraries. Faxon co., Boston
Ward	Suggestive outlines for teaching the use of books. Faxon co., Boston
Wisconsin	Library lessons for high schools: by O. S. Rice, state dept. of education, Madison, Wis.

Helps in the Use of a Library

Notes to be printed on note book size sheets. Sets of the sheets should be given to each person receiving instructions and filed in note book for use and reference

1. Purpose of library instruction

   To show what a library is and how it may be used.
   To help in the use of a library, whether the public library or the school library.

2. Public library

   What it is:

   A collection of the best books for reading and reference use; magazines, pamphlets and pictures.

3. What it does:

   It gives every one a chance to find out anything he wishes to know, and to study any subject in which he is interested.

   How to use it:

   Visit the library nearest your home.
   Ask the librarian to tell you how to take out a card.
   Acquire library manners; walk quietly and speak in a low tone.

4. High school library

   What it is:

   Special collection of books, magazines and indexes, pamphlets, clippings, pictures and maps kept in the school for convenience of pupils and teachers.

5. What it does:

   For information and study, supplies material for use in connection with all subjects taught in the school.
   For pleasure reading and outside interests, provides books for home reading; how to make and do things; club work; sports and amusements.

6. How to use it:

   The library room is not a study hall, but quiet and order must be maintained.

   Show consideration of others by careful handling of books and replacing of reserve books and volumes in sets.

7. The librarian's part is to know the books and to direct in their use. Help her by good conduct in the library and by learning how to use the library yourself. Always feel free to ask the librarian for help.

AIDS TO SELF HELP IN THE LIBRARY

8. Classification.

   Books on the same subject are grouped together on the shelves. This arrangement is called classification. Library classification is based on a decimal system, with figures for notation. The same system is used in many public libraries and school libraries. The great subdivisions are divided by tens.

   Outline of classification.

   000 Reference books
   200 Religion
   300 Sociology
   500 Natural science
   600 Useful arts
   700 Fine arts
   800 Literature
   910-919 Geography and travel
   920 Collective biography
   921 Individual biography arranged by name of person written about.
   930-990 History

   The books are marked with a call number. This is a symbol representing the subject of the book and its location on the shelves.

For fuller classification scheme see Dewey Abridged Classification.

9. THE CATALOG

The catalog is a list of the books which the library owns. It bears the same relationship to the library that an index does to a book.

It answers the questions:

What books by a certain author are in the library?
Has the library a book of a certain title?
What material is there in the library on any subject?

The information is on cards, arranged by author, title and subject in one alphabet.

Each card also has the call number in the upper left corner.

How to use it:

To find out whether the library has a particular book, look for the name of the author or title.

To find out what material is in the library on a subject look for the name of the subject in red.

Observe the call number on the card. This directs to the location of the book on the shelves.

Reference cards are also found which direct from other possible forms of a name or subject to the form used in the catalog; and from subjects to related subjects under which books are also listed. These are called Cross references.

Summary of classification in the library, showing the sections most used.

10. THE BOOK

What it is:

The book is a means of increasing one's store of knowledge, of acquiring new ideas and vocabulary, of learning about life and people in all places and times.

11. How to use it:

Some books are to be read through carefully, to study the author's style, to master the new words and ideas. Others are to be skimmed, to get at the information quickly.

Information to be gained from the different parts:

Title Page gives title, author, publisher and usually date of publication and copyright date.

(Copyright is the exclusive right secured to an author or artist, by law, to publish or dispose of a work for a limited time.)

Preface gives author's purpose in writing the book.

Table of Contents is a list of chapter headings and outlines the subject matter in the order in which it is presented.

List of Illustrations or Maps.

Text or body of book.

How to judge a book.

Is it written in good English?
Is the subject or idea presented truthfully?
Is it readable? Interesting?
Is there sufficient information or pleasure in the book to make it worth while?
Does your opinion of the book agree with that of more experienced critics?

Bibliography gives list of books for further reading.

Appendix gives fuller notes and added information.

Index is usually in the back of a book and in the last volume of a set.
It lists alphabetically all the material in a book and the page on which it is found.
Its use is the most direct method of finding material.

12. INDEX DRILL

13. REFERENCE BOOKS

A reference book is one to be consulted for definite points of information rather than to be read through, and is arranged with regard to ease in finding specific facts.
Arrangement is usually alphabetical or with an index.
Those which treat of many subjects are called general reference books, e.g. dictionaries and encyclopedias.
If the full meaning of a term is not understood, the first book to consult in the search for information is the dictionary.

Dictionary

14. What it is:

A book dealing primarily with words and giving alphabetically, a list of the words in a language.

Information given for a word: Spelling; pronunciation, parts of speech; derivation; definition; quotations and synonyms. The modern unabridged dictionary includes in addition to ordinary words and phrases; proper names, including mythology, abbreviations, words and phrases in foreign languages, dialect, slang, technical terms, obsolete words; illustrations, and brief information about subjects.

15. How to use it:

Look for thumb index and for the guide word at top of the page. The key to the abbreviations used in the descriptions of the words, is found in the introduction.

For a brief account of a person or subject, the quickest help is often found in the encyclopedia.

Encyclopedia

16. What it is:

A reference work dealing with subjects rather than words as the dictionary does.

The best encyclopedias are of recent date, are in many volumes and include articles on a great variety of subjects.

Special features are reading lists at the end of the articles, fine illustrations, maps and diagrams. The arrangement is alphabetical or an index volume is provided.

17. How to use it:

Look first for the letter on the back of the volume, then the guide word at the top of the page.

Note the arrangement of words on the page.

Subjects have headings and sometimes sub-heads.

The spelling of words must be kept in mind.

Follow up cross references.

Use the index volume if the subject wanted is not found in its alphabetical place.

BOOKS IN THE LIBRARY

18. Any book may be used as a reference book.

For subjects on which a whole book has been written, the book is a better source of information than the encyclopedia article. It usually covers the subject more fully; gives more recent information, is apt to be more authoritative, and often has better illustrations.

19. *The Card Catalog* is a reference help because it shows on what subjects the library has material whether it is a whole book or a part of a book. The date on the card shows how recent the material is.

20. REFERENCE MATERIAL ON SUBJECTS OF CURRENT INTEREST

Pamphlets, circulars and government bulletins provide information on timely subjects.

These are arranged in pamphlet holders, by subject.

21. Magazines.

These contain recent information and the Readers' guide shows where the articles are found.

Readers' guide to periodical literature is a monthly, quarterly and yearly index to the best magazines.

It lists articles alphabetically by author, title and subject.

Includes references to portraits and poems.

References give in abbreviated form the title of the article, the name of the author, the volume, paging, date.

A complete list of the magazines indexed is given in the front of the Guide.

22. How to use it:

Look for the name of the subject wanted as in the index of a book.

Begin at the latest number or volume and work back.

Make a note of a reference by taking down the name of the magazine, the volume number, the paging and the date.

The general reference books are first aid in the search for information. For every subject there are special reference books which may be consulted for fuller information.

23. REFERENCE BOOKS USUALLY FOUND IN HIGH SCHOOLS AND BRANCH LIBRARIES

General

Dictionaries

Century dictionary.
Funk & Wagnall's New Standard dictionary.

Encyclopedias

Encyclopedia Britannica.
New International Encyclopedia.
New Americana Encyclopedia.

SPECIAL SUBJECTS

Statistics and social questions.

Bliss & Binder. New encyclopedia of social reform.
Statesman's year book.
Walsh. Curiosities of popular custom.
World almanac.

Useful arts.

Bailey. Cyclopedia of American agriculture.
Bailey. Cyclopedia of American horticulture.
Freeman & Chandler. World's commercial products.

Fine arts.

Grove. Dictionary of music.
Reinach. Apollo.
Sturgis. Dictionary of architecture.

Literature.

Bartlett. Familiar quotations.
Brewer. Dictionary of phrase and fable.
Brewer. Readers' handbook.
Chambers. Cyclopedia of American literature.
Firkins. Index to short stories.
Garnett & Gosse. English literature.
Granger. Index to poetry.
Hoyt. Cyclopedia of practical quotations.
Moulton. Library of literary criticism.
Stedman & Hutchinson. Library of American literature.
Stevenson. Home book of verse.
Warner. Library of the world's best literature.

Debates.

Foster. Debating for boys.
Phelps. Debaters' manual.
Robbins. High school debate book.
Roberts. Rules of order.
Thomas. Manual of debate.

Geography.

Bartholomew. Atlas of economic geography.
Doubleday & Page. Geographical manual and new atlas.
Lippincott's new gazetteer.
Rand & McNally. Imperial atlas.
Robertson & Bartholomew. Historical atlas of modern Europe.

Biography.

Appleton's cyclopedia of American biography.
Century cyclopedia of names.
Dictionary of national biography; index and epitome.
Lippincott's universal pronouncing dictionary of biography and mythology.
U.S. Official congressional directory.
Who's who.
Who's who in America.

History.

Hadyn. Dictionary of dates.
Harper's dictionary of classical literature.
Heilprin. Historical reference book.
Hodge. Handbook of American Indians.
Larned. History for ready reference.
Low & Pulling. Dictionary of English history.
Shepherd. Historical atlas.

Problem— Each student to be assigned an individual problem involving use of the dictionary, the encyclopedia, card catalog and magazine index.

School Library Measurements

The score card is the modern and convenient way of checking up with the standard.

Mr. Leon Smith of the Omaha Board of education has

prepared a score for High schools. The following was arranged by the High school librarians of Cleveland (1920) and is included as suggestive.

High School Library Equipment and Organization

N. E. A. Standards	Score for High School Libraries
Location of room: p.7 Central location on the second floor is usually found most satisfactory.	Location of Library room Convenience of access
Size: p. 7 To accomodate at one full period from 5-10% of the total daily attendance of the school. An area of at least 25 square feet per reader is required. Minimum for the small high school should be that of an average classroom	Size: Seating capacity Book capacity. See shelving, Book collection.
Additional rooms: p. 9. Library classroom should adjoin; 30-60 chairs, small stage, complete lantern outfit, etc. Work room of at least 10x15 feet adjoining, with shelving, typewriter, etc.	Additional rooms
Equipment: p. 8 Lighting; indirect or semi-direct. Decoration: white ceilings and light buff walls. Floor covering: linoleum or cork carpet to deaden sound.	Equipment Lighting Ventilation Decoration Floor covering
Furniture: p. 8-9 Open, wall shelving, not over 7 feet, shelves 3 feet long. Enough to accommodate present collection and allow for growth. Tables 3x5, seating 6. Comfortable chairs, charging desk for reference work,	Furniture Shelving Tables Size Type Chairs Charging desk Additional desk

card-catalog case, pamphlet cases, magazine stand, newspaper rack, vertical file, book truck. Accession books, Library of Congress catalog cards, desk and catalog . . . supplies, stamps, book supports, shelf-markers, typewriter, bulletin boards.

Book collection p. 24

Ten volumes to every student in the school. Every book a useful book and one for constant use, p. 13-14

Librarian p. 10-12

Assistants: full time trained assistant for every 1000 students in attendance.

Status: librarian, head of library department; attend teachers meetings relating to courses and policy governing instruction. Administrative work; directing the library, selecting books, planning room and equipment, budget, etc., directing assistants and building up collections of pamphlets, clippings and illustrative material. Technical work; making all material readily available, charging all material loaned, keeping necessary records including use of the library.

Catalog case
Vertical file
Magazine rack
Atlas case
Exhibit case
Bulletin boards
Book truck
Typewriter
Telephone.

Book collection
Size in relation to enrollment
Suitability to ages and needs
Supplied by Board of Education
Supplied by Public Library
Books borrowed last year
Selection

Librarian

Assistants

Status

Administrative work

Technical work

Educational work; reference, helping teachers and students to find suitable material, prepare lists, etc. Instruction: systematic instruction in use of reference books and library tools. Educational and vocational guidance: reading lists and personal guidance.

Instruction in the use, p. 14

Minimum of three recitation periods per year in each English course. Use of the library for educational guidance. Use of books as tools. For recreation. Books as public property. Relation of high school and public library.

Relation to school

Appropriation, p. 15-16

Librarians salaries
New books 50c per student
Magazines: Not less than $40
Binding: $40-$75
Supplies
New equipment
Funds apportioned by librarian

Educational work

Relation to the public library

Supervision

Instruction in the use
Length of course
Classes receiving instruction
Number of lessons given by teachers
Number given by librarian

Relation to school

Appropriation
Budget
Discipline
Student government
Library permits
Uses interfering with the library
Study hall
Student conferences
Exhibits (unrelated)
Disciplinary uses
Parties
Library hours
Use
Reference
Circulation

NOTE.—The page numbers refer to the Certain Report on library organization and equipment.

Instructions for Rural Teachers

The rural school library is an important link in the library chain. Many states give library aid to rural schools and it is possible to have good books.

The rural teacher should be prepared for this as for any part of her work.

The teachers' training departments in the high schools prepare teachers for the rural schools. One of the first things a rural teacher has to do is to select a school library. She often has little knowledge of children's books and little idea of what the school library may be in the school.

The training school should include in its work some discussion of the rural school library, its purpose and use, afford an opportunity for acquaintance with the best children's books which are suited to the needs of the rural school, and give the cadets a knowledge of the state school list, from which they must select their books, so that they may use it to advantage. In a state not having an authorized school list, the training school should have reference copies of standard lists.

The following notes are designed to help the teacher of the training class to give such instruction.

It is recommended that each student teacher be required to read at least fifteen children's books and examine many others. The teacher should assign the books to be read so that the books will be selected from the different classes.

Every training department should have in the classroom, where there is not a well organized school library, its own library of books helpful to the training department and the rural teacher.

The training department should also own or have access to at least one hundred books suitable for a rural school library.

The Rural School Library

NOTES FOR LESSONS

Every teacher needs—

(1) Knowledge and appreciation of books for help in her school work and intimate acquaintance with the best children's books.

(2) A clear idea of the purpose and possibilities of a school library.

(3) Knowledge of school library aids that are obtainable.

(4) To know how to select a useful school library.

(5) To know how to order books.

(6) To know how to care for and use a school library.

1. *Knowledge of books*

The necessity for acquaintance with books needs no argument. Without them no teacher can perform her task of opening the field of knowledge to boys and girls or give them full training for successful living. Unless she knows children's books herself, she cannot make them a power in her school. The only way to know books is to read them, read good books, and cultivate a taste for them. There are some books about books, which are suggestive. Every teacher should read all or parts of the following books:

Adler. Moral instruction of children.
Colby. Literature and life in school.
Lowe. Literature for children.
McClintock. Literature in the elementary school.
Olcott. Children's reading.

2. *Purpose of school library*

Supplement class work and make lessons more interesting.
Furnish books for home reading for information and entertainment.
Encourage the reading of good books.

3. *What the state does for school libraries*

Make a study of state law regarding school libraries, provision for books, assistance in organization of school libraries, instruction in library matters.

4. *Book selection for school libraries*

STUDY OF A LIBRARY LIST

If the State department of education has no school list one or more of the following should be provided in quantities for class use. Students should buy a copy for personal checking.

Minnesota—Dept. of education. (St Paul). Library books for elementary and rural schools.

Oregon—State library (Salem) pt. 1 Books for elementary schools pt. 2 Books for high schools. 25c.

Wisconsin—Dept. of educ. (Madison). Books for township libraries. Books for high schools.

Wisconsin—Library commission. Children's books for first purchase. Netherwood co., Madison, Wis. 35c.

U. S.—Bureau of education. Bulletin 1917, no. 41. Library books for high schools. 20c.

H. W. Wilson co. (958 Univ. ave. New York). Children's Catalog (1917). $6.

EXAMINATION OF A LIST

Points to be noted:

Purpose of the list
Authority
Date
Scope
What classes included? New books or standards.

ARRANGEMENT

By classes of books
By grades
Alphabetically

ENTRY

Author
Title
Publisher, date, series, price, class no, grade.
Are best books indicated?
Editions—fine or best cheap
Annotations—descriptive or critical

INDEXES

Author
Title
Subject

SPECIAL FEATURES

Special lists, poems to be memorized. Suggestions on the care of the library.

SCHOOL LIST AS A CATALOG OF A SCHOOL LIBRARY

Check the index for every book in the library, by author and title; also check the entry under subject. Mark each book with the number of the division where it is listed. Arrange the books on the shelves, placing all of one number together, alphabetically by author's name.

Book Selection for School Libraries. *See* also page 15.

Read the annotations under the title before ordering and note the grade for which it is intended.

Do not buy all stories, but get interesting books on all subjects. Get books of practical information—how to make and do things. In selecting titles, read the annotations which tell something of the book.

Observe grade for which it is intended and buy for ages represented in the country school.

Ordering books. Read Notes on Ordering, page 22.

Organization and records for country schools

See Routine in putting the library in order and description of processes which follows. Pages 26-78

Note that for rural schools processes 16, 17 would be omitted.

Uses for discarded books

See page 32.

Use of the school library

The teacher must know the books in her library thoroughly in order to use them successfully, it is "the book that teacher says is good" that the child wants to read.

SUGGESTIONS ON THE USE OF THE ELEMENTARY SCHOOL LIBRARY

Adapted from Oregon State library—School circular No. 2

What you may do to make it of service

1. Know your books.
2. Look them over for something:
   a. To read aloud.
   b. To interest the child who does not read.

c. To help the one who has a decided interest.
d. To make the lessons more interesting.
e. To suggest ethical stories which will help to correct faults.

3. Read aloud from some of the best books.

4. Find out what each boy and girl cares most about and use curiosity or interest which has been aroused. Cultivate any decided aptitude, and awaken new interests.

5. Encourage home reading.

6. Substitute a good book for the fair or poor one which is undermining the character of the child.

7. Read a "starter" from a big book, or from a neglected one which is really worth while.

8. Allow individual reading in the schoolroom when the lesson is learned, and do not make this a reward of merit.

9. Use the library to enliven the language lesson by Friday afternoon "book talks," avoiding formal reports.

10. Use the library books to supplement the text-books. Assign readings and allow class time for reports on outside reading.

11. Ask questions to start search for information. (For instance—Did the cavemen have cloth?)

12. Choose a hero for each month and read about him, talk about him, learn about his life and times. (Arthur, Siegfried, Richard I, Charlemagne, Franklin, Paul Jones.)

13. Discuss interesting people in books. A debate on the comparative merits of certain boy-heroes in books may result in more discriminating selection of ideals.

14. Read short stories to correct faults (and do not point the moral).

15. Teach the use of table of contents and index. Let the children see who can find most about some subject in a given time in some certain book or books.

16. Plan an annual "library day" with program from one author, talks about the books, readings, a debate.

17. Plan for systematic reading of best literature through the grades in preparation for literature in the high school. Foundation work is essential in this subject as in others.

18. See that the library does three things for your school:
    1. Makes the lessons more interesting.
    2. Provides training in the use of books.
    3. Cultivates the reading habit.

Story telling is one of the best means of interesting children in reading. Use the story telling to direct to books, telling the story from a book not read as it should be. Have the book at hand to show when telling the story. Examine the books listed under Story telling and Children's literature, many of them include lists of stories to tell.

A useful pamphlet on story telling is: Power. List of stories and programs for story hours. Obtain of H. W. Wilson co., 958-64 University ave., New York, N.Y. 20c.

Pupils' reading circle

The reading circle is a good means of directing reading and of arousing interest in books. It is desirable that the children should own the books they read, thus beginning a library of their own. Parents might be willing to get them for birthday and Christmas presents, or the children save their own money to buy them.

The reading may be connected with the language work. Informal reports on the books read, are usually more satisfactory. The children should be encouraged to tell what they liked best in the book, which character they preferred and whether the book was like any other they had read. The teacher should decide the number of books to be read in a year.

Certificates may be given for the reading done.

Lessons in the use of the library for rural schools.

These may be given in the period for opening exercises and should be given early in the year.

Suggested topics:

Structure and care of a book.
- How a book is made.
- How to open a book. See page 35.
- How to handle a new book.
  - The Maxson book mark.

Printed parts of a book and their uses.
- Title page
- Preface
- Table of contents
- Text
- Index

Classification of the school library.
- How to find books on different subjects.
- (Get the dictionary leaflets.)
- How to use the dictionary.

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